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ABSTRACT

The papers in this volume reflect the general theme of the conference, which includes issues that will shape the future of Education International and of education for decades to come. The first half of the publication includes speeches by the following individuals: (1) Mary Hatwood Futrell, President, Education International; (2) Sandra Feldman, President, American Federation of Teachers; (3) Bob Chase, President, National Education Association; (4) Bill Jordan, General Secretary, International Confederation of Free Trade Unions; (5) Katherine Hagen, Deputy Director-General, International Labor Office; (6) Federico Mayor, Director-General, UNESCO; (7) Fred van Leeuwen, General Secretary, Education International; (8) Hans Engelberts, General Secretary, Public Services International; (9) Gaston de la Haye, General Secretary, World Confederation of Teachers; (10) Maris O'Rourke, Director, Education Department, The World Bank; (11) John J. Sweeney, President, AFL-CIO; (12) Kofi A. Annan, Secretary General, United Nations; (13) Eadie Shanker, Widow of Al Shanker, Education International Founding President; (14) Shantha Sinha, Mamidipudi Vekatarangaiya Foundation (India), Albert Shanker International Education Award Recipient; and (15) Bill Clinton, President of the United States of America. The second half of the publication presents the text of the 36 resolutions passed by the Congress. (SM)

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HIGHLIGHTS FROM THE SECOND WORLD CONGRESS OF EDUCATION INTERNATIONAL

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Highlights from the Second World Congress of Education International

Washington D.C.
United States of America
July 1998

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Speeches from the Second World Congress of Education International

Mary Hatwood Futrell

PRESIDENT

EDUCATION INTERNATIONAL

Delegates, international guests, friends.

Welcome to the United States of America, welcome to Washington, D. C., but most of all welcome to Education International. We are delighted that you are with us for EI's Second World Congress. More than 1,100 delegates from more than 135 countries have gathered here to debate issues which will shape not only the future of EI, but also the future of education for decades to come. We are here to better understand how, through education, we can help build pathways for the peoples of the world as they enter the 21st century.

Five and one-half years ago, the leaders of the World Confederation of the Organizations of the Teaching Profession and the leaders of the International Federation of Free Teachers' Unions did not, to paraphrase J. F. Kennedy, envision the future of our unions, of the teaching profession, and of education and say why.

Rather, we looked to the future of each and said why not! Why not build an organization that would be a strong advocate for universal, quality public education for all children? Why not lead the struggle to improve working conditions and the professional status of educational employees everywhere? Why not stand up for the cause of human rights, especially the rights of women and children, throughout the world? And, so out of the vision and the belief in what could be Education International was born.

Many in this room helped give birth to Education International. But, none more so than Albert Shanker, the Past-President of the American Federation of Teachers and the Founding President of EI. Al died on February 23, 1997, but his legacy lives on. He taught us to stand up not simply for the popular cause, but to stand up for what we believe. He taught us that principles such as democracy, and free, public education, and the right to join a union were not givens but ideals for which we had to fight every single day. He taught us that if we ignored the struggles for freedom in Poland, Hungary, South Africa and other countries we would jeopardize our own freedom. He taught us to dare to dream and then to believe that those dreams could come true.

Let us pause for a moment in remembrance of Albert Shanker who dared to teach us all and taught us well!

Fifty years ago, the United Nations Universal Declaration of Human Rights was approved. The authors of the Declaration had the foresight to understand that no nation could survive if it did not invest in the education of its people. But, education was defined as more than simply the ability to read, write, and do mathematics. "Education", as defined, by the United Nations, should be "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. And the maintenance of peace." Today, more than ever before, we need to achieve the promise contained in that declaration, to move from prose to reality.

The UN Declaration complements the principles outlined in the EI constitution, a constitution that defines the current and future work of Education International. This week we are here to set the agenda for EI. Based upon the principles contained in our governing documents, I would submit to you that the agenda we have defined is not only for Education International, but also for the future of the world. I would submit to you that the agenda we have defined is not for three years, but for at least the first half of the new century.

Throughout my professional career as a teacher, a union leader, and now as a teacher educator, I have had to preside over and be responsible for the implementation of many different types of agendas. Some I personally developed; some were developed cooperatively with others. Some were modified; a few were adopted without changes.

An agenda usually specifies what important issues are to be raised, why they are to be considered as part of the program and how they will be 'handled' or who will be responsible for their implementation, assuming the group agrees that these ideas should be implemented. Agenda setting is influenced by many factors, presumably most strongly by the members of the association developing it. However, agendas are also shaped by factors over which we do not always have control.

For the next four and a half days we will meet to define the agenda for EI. We will meet to discuss the congress theme, "Education: Building the 21st Century" and the relationship of its component parts to each other: learning throughout life, education and the economy, educators' rights and responsibilities, and building coalitions. We will have round table discussions to answer questions such as:

- What role do public education systems and teachers play in achieving the aim of "life-long education"?
- What principles of economic policy are needed to ensure the strengthening of public education?

- What strategies might EI and its affiliates undertake to assert the essential principle that teacher rights, as outlined in the UN conventions, and in the UNESCO/ILO Recommendation concerning the Status of Teachers, must be guaranteed to all educators?
- What parameters should be defined for trade union partnerships with industry and the business community?

The results of our deliberations will be used to shape EI's policies and programs at the international and regional levels of the organization. Equally important, the results will be used to shape our deliberations with organizations such as the World Bank, UNESCO, ILO, IMF, OECD, the UN, WHO, and other non-governmental organizations.

Some would argue with us that issue of trade, health, and technology should be at the forefront of international discussions. They would argue that education has traditionally been and should continue to be confined to national discussions. And I would be among the first to concur that education is a national issue, that it is a local issue. But, I would also argue that education is increasingly a focus of international attention and that education reform ideas are frequently traded from one part of the world to another.

Why? Because I believe that the traditional arguments for investing in education are changing. Today, the arguments are more utilitarian. Arguments for investing in education today focus more on productivity, educational outcomes, and efficiency.

In other words, there seems to be a new kind of bilingualism being used: those who eloquently espouse their love for children and the need for quality education on the one hand while decreeing on the other hand that the sole purpose of education is to ensure a profit on the balance sheet. These same individuals are doing everything in their power to deny resources to enhance the quality of life for children, including improving educational opportunities for them.

In regions throughout the world, education is rising on the political agenda and is a topic of intense debate. Issues such as language of instruction, history, greater access to education, improving the quality of and expanding equity within education are frequent topics. Ideas on education reform are in high demand because of increased competition among nations and because public resources are inadequate for each country to experiment with new ideas.

Thus, ideas about education reform are being traded back and forth across borders like any other commodity. As Steve Heyeman from the World Bank recently stated, "*As long as there is a scarcity of resources to finance public education demands, there will be an international trade in ideas for education reform*". We need to understand what is being traded back and forth; who are the traders of education reform ideas; and what will be the impact on students, schools, and school employees.

There are many players at the table making decisions about education and for educators. The implications are profound. We, Education International and our member organizations, must be at the table not only to help decide which educational issues need to be addressed, but which questions should be asked.

We need to be at the table to share our ideas about which standards should be used in education and how to better prepare teachers and other school employees to meet the educational needs of our increasingly diverse student populations. We should be discussing how to reconstitute schools that are failing, how to transform schools and education.

And, yes, we should be helping our members understand the implications of privatization of education, how to use distance education as a teaching and learning tool, and the impact of globalization on societies. To state it more bluntly, we need to ensure that children are the beneficiaries and not the victims of these reforms.

Let us pledge today to call the educators of the world to a higher purpose. Let us clarify our mission.

We must argue that investing in education is also investing in individual development and growth and in social cohesion and social stability. The question we must ask is how can we ensure a balance between the utilitarian and the humanitarian goals of education?

To do all this, we need only to remember our roots. When first we met as one organization, we made clear our intent. As a union of unions, we would speak as one and act as one - for children, for education, and for education employees. We knew then that many would label our mission idealistic. And today we must say again what we said at that time: our mission is idealistic.

It is based on the ideal that no nation has the right to deprive children of the best education that the teachers of the world, working together, can develop. It is based on the ideal that the international trade union movement is, has been, and remains the vehicle that can free educators to free their students from the forces that dim their hopes and diminish their potential.

Yes, we are idealists. And today we must reaffirm our ideals. Today we must decide on the kind of tomorrow we want for the children of the world.

We stand at a critical juncture. Some would say that juncture is the fact that we are preparing to leave one millennium and enter another. That is true. But the most critical juncture before us is facing the reality that we can no longer wax eloquent about the value of education. The critical juncture we face is the reality that in order to survive, nations no longer have a choice of whether to educate some children but not to educate others.

In the 21st century perhaps more so than at any other time in the history of humankind, nations must educate all of their people and educate them well. As Plato said: *"That which is honored is that which is cultivated."* Countries which honor education cultivate it! Therefore, I look upon the challenges facing us (i.e. globalization of the economy, technological changes, increased interdependence and interculturalism, and so forth) not as obstacles but as opportunities. Our goal must be how to educate citizens to successfully meet the challenges of the 21st century. To achieve this goal, the public and governments must also realize that teachers and teaching are central to ensuring that nations are prepared to meet the challenges of today and in the new millennium. In other words, good teaching should be viewed as a matter of life and death.

Teachers are professionals charged with one of the most complex and demanding responsibilities imaginable - educating the nation's children and youth, and increasingly, citizens of all ages. You and I are teachers, higher education faculty, and allied educational support employees who must insist now and forever that the mission of education must be defined by the needs of children, never by the greed of nations.

We are both educators and laborers. And today, we face a special responsibility: we must labor to teach the leaders of nations that national security depends on programs that offer children opportunities. Today, the lesson we must teach world leaders is that national security is inseparable from international security. That no nation can be free of fear so long as one nation is engulfed by fear. That no part of our planet will know peace and prosperity until every part of our planet knows peace and prosperity.

And let me add: we must teach the leaders of the world that trade unionism is not a barrier to economic progress, but a pathway to economic progress. We must deliver the message that every abridgment of workers' rights is an affront to human dignity. This is our solemn responsibility. Unless we succeed, we will continue to see a world infected with the madness that subordinates international cooperation to international competition.

We will see nations so devoted to economic resurgence that they will forsake the dictates of conscience. Should this happen, then we will see the perpetuation world-wide of millions of children to hunger and ignorance and violence, to agony and anxiety, to homelessness and to hopelessness and, often, to death at an early age.

This dark vision runs counter to every ideal to which EI is devoted. As we move to halt this insult to our humanity, let there be no mistake: good intentions will not suffice.

Good intentions must give way to tough actions

Let our voices be heard in Bosnia, in Rwanda, in Belarus.

Let us deliver our message to the factions in Northern Ireland, in Kosova, in the Middle East and any other part of the world where maiming, killing and war have now become the way of life.

Let us tell the governments of India and Pakistan that we see in their experiments not efforts for peace but experiments in catastrophe.

Let us speak to the military everywhere that the use of rape as a tool of war defines soldiers not as courageous men but as less than human.

Let us no longer tolerate excuses. Let our message be clear to governments and all who need to hear:

We do not need guns. We need books and computers!

We do not need bombs. We need food, health care, and safe schools for children!

We do not need more regiments of soldiers. We need legions of teachers, parents, and communities coming together to develop a Marshall Plan to prepare students to be the citizens of the future, to prepare citizens for the intercultural, interdependent society in which they will live.

Our challenge is to make our world house at last a home. The primary answer to this challenge is education — an education that teaches us not only to accept diversity, but to cherish diversity. An education rooted in the ideal that the lines on the map which define us geographically must not keep us from sharing with each other the blessings of learning. An education animated by the conviction that the teachings of the Koran and the Bible and Talmud and the Upanishads offer, not the basis for conflict, but the basis for conciliation. Not the seeds of discord, but the seeds of harmony.

This is the education to which we must devote ourselves. For this is the pledge we made at the moment we created the Education International. We pledged never to yield to timidity.

We pledged to tighten our kinship with all who are part of the education community and all who are members of the trade union movement.

We vowed to follow no leader who does not speak of peace and does not speak for children. And we vowed to agitate. For agitate we must when more than 900 million adults — two-thirds of them women - are condemned to total illiteracy yet numerous studies show that the education of the mother, of women, has a more positive impact on the quality of life of the family than any other single factor.

> When worldwide only one citizen in four has the unrestricted right to vote
>
> When each day 25,000 children die from hunger
>
> When AIDS ravages the bodies of babies
>
> When the apartheid of gender has become more common — and just as brutal — as the apartheid of race. We cannot condone this savage assault on all that gives wings to the human spirit.

The EI constitution affirms our commitment to all who need us:

> To our union colleagues who are censored and tortured,
>
> To women who are exploited and brutalized,
>
> To all who are deprived of dignity and all who are denied the vote and above all, to the children, to those young hearts still untouched by prejudice and still unstained by malice. To reach out to all who need us is to extend to all the literacy of liberation. It is to acknowledge the truth that we are but transient passengers on this planet earth.

The remedy is global education in the principle President Kennedy invoked when he spoke in this city 35 years ago. President Kennedy said: "In the final analysis our most basic link is that we all inhabit this planet. We all breathe the same air. We all cherish our children's future. And we are all mortal."

We have the opportunity, in this time and in this place, to elevate this ideal, to transform eloquent words into dynamic action. And, if the children of the world are to have hope, then the governmental and non-governmental agencies of the world must also work together in partnership to create and sustain hope for them.

If our children are to inherit a world more humane and more just, we must resolve our differences. For example, more than a decade ago, the United States, the United Kingdom and Singapore withdrew their membership from UNESCO. Today, the UK and Singapore have rejoined UNESCO. But, the United States, my home country, remains a non-member, a non-partner. It is well past time for the United States to renew its membership in UNESCO.

Now is the time for us to set aside our differences and to work from within UNESCO to promote our common concerns regarding educational, scientific and cultural issues. Together, NEA, AFT, and EI should work to bring the United States and UNESCO together as partners working for children and for education.

We have the opportunity to bring closer the day when we so thoroughly transform learning that we secure for our children safe passage through the dawning of the new millennium before us.

When President Kennedy spoke in this city just two months before his death, he spoke for children. He spoke of making our world house a home for the human family.

> *"The peace we pursue", said Kennedy, "is peace that enables men and women to grow and to hope and to build a better life for their children. What we seek is not merely peace for some, but peace for all men and women. Not merely peace in our time, but peace for all time."*

These words define our responsibility and our agenda. Let us act on them.

Let us act so that generations yet unborn shall one day look back on our work and say:

These were people of vision.

These were people of courage.

These were people of commitment, perseverance, and peace.

Thank you!

Sandra Feldman

PRESIDENT

AMERICAN FEDERATION OF TEACHERS (U.S.A.)

I am really privileged to be able to address you as president of the AFT, which I have been for about a little over a year. And I'm privileged to be walking in the shoes of a very great man, the founding president of Education International and my long-time mentor and friend, Al Shanker.

I want to welcome you on behalf of AFT. You may know that here in this capital, we are in the throes of a great deal of discussion about education, and that education, as in so many countries, is really a priority in the United States. And with that debate, with that discussion, there is good news and there is bad news. The good news is that, like for most of you, education is a priority. We have a President of the United States whom you will hear from later in this Congress, who believes in public education and who knows more about public education than any other president of the United States that we have known. And he is fighting very hard for the things that our children need. He is fighting very hard to lower class size and we, in the AFT and NEA, are supporting that fight -to lower class size and to bring in 100,000 new teachers, especially for children in the early grades.

We are fighting to do something about the shamefully deteriorating school buildings in this country. We have children going to schools with leaky roofs, in over-crowded conditions, where they have to sometimes convert bathrooms or closets into classrooms, or have classes going on in hallways. And this, in the wealthiest nation in the world, is a disgrace. We are fighting very hard to change that and we are lucky to have a president on our side. We are fighting to bring higher standards for academics and for behavior into our classrooms so that we can have orderly places for our children to learn and for our teachers to teach, and so that our standards can compete on a world-class basis. Our schools are improving and that's the good news. The bad news is that we have a majority in the Congress of the United States, that wants to privatize, that wants to bring in vouchers and cares very little about the programs that the President and that the AFT and the NEA espouse to improve public education.

Instead, and I know you have this going on in many of your countries, they want to put education on a market basis. They believe that, somehow, free market competition is going to improve our schools. We believe that it will do the opposite-that it will deepen the inequities that we already have and make schools, especially schools for the poorest children, schools of last resort instead of vehicles into the mainstream of American society and American life. That is what our schools have been and what they must be even more than ever in this global society. And so, like so many of you, we are in a struggle to preserve and improve our schools, to preserve and improve public education. We fight especially for the education of poor children in America who are mostly in urban or rural areas where the tax base and revenues cannot support schools that are good enough, and where more help is needed from the federal government.

I know that many of you here have the same problems, differing mostly in intensity of degree. We -like many of you- face attacks on our unions, and too often our efforts to work with local school officials, to improve teacher quality in the education of our students, are rebuffed. But we don't give up; none of us here gives up. We continue to fight, not just for better salaries and conditions for our members -that is a fight which is in our gut- but for the things that our students need to learn and for partnerships and alliances that will help. The world is growing smaller everyday and we truly live in a global economy where more and more education is the key, not just to prosperity, but to a better life for all people, especially, I might add, the education of young girls. There is nothing, as so many studies have pointed out, that can do more to improve the economy of a country, than to educate the girls. Yet the struggle for equal opportunity for all children and equity of resources for all schools, regardless of the wealth of the area in which they are located, goes on in all our countries. And so it is even more important than ever that we are unified, as we are here at EI, and show the international solidarity that we have as teacher unionists.

Our exchanges are invaluable. They help us go back and do our work with greater information, greater authority and the strength to fight harder on behalf of our members and the children we serve. And so on behalf of the American Federation of Teachers, I welcome you and I offer our very best wishes to all of you for a successful World Congress of Education International.

Bob Chase

PRESIDENT

NATIONAL EDUCATION ASSOCIATION (U.S.A.)

On behalf of the National Education Association's 2.4 million members, I'm proud to welcome all of you to the Education International World Congress here in Washington D.C.

We've come here today from 149 nations. We've come from many different cultures. Yet we all share the same mission: educating the world's children. To me, this is sacred work.

There is not one nation in the world—whether it's secular or Sufi, whether it's American or African – that can survive without continuous, wholesale education.

No matter where we live – no matter what we believe – education is vital. As Francis Bacon once said, "Knowledge itself is power." Or, to quote the French, "L'éducation, c'est la délivrance." Education is deliverance. It's freedom. It's hope.

Every single nation must transmit knowledge from one generation to the next. That is our job. As educators, we prepare children for the future. And given the global economy that we're now living in, our work is more important than ever.

Yet no matter where we live or what we believe, education has never been easy.

You know, 33 years ago, before I decided to become a teacher, I briefly considered joining the priesthood. And when I studied at a seminary, I realized that even in the Bible, people argued over education. They argued over what should be taught and who they should listen to. And throughout history, when people weren't fighting over territory, they often fought over ideas, and education, and the freedom to educate their children.

And unfortunately, we all know that this still goes on today. I'm aware that many of you from other countries face many of the same problems that teachers here are facing – and that educators have faced throughout history.

In America we have political battles over what should be taught. Over who should be taught. Over how they should be taught. We're constantly fighting for resources – for textbooks for children and living wages for teachers.

Here in America, we have larger social problems as well. For example, although we're known as the richest country on earth, 21 percent of our children live in poverty – a rate that's the highest in the developed world. Here in Washington D.C. alone, 39 percent of children are poor.

A quarter of all American children now live in families headed by a single parent.

Fourteen percent of all children have no health insurance. In 1995, it was estimated that every day in America, 15 children die from guns. 100,000 children are homeless.

135,000 children bring guns to school. And 1.2 million children come home everyday to a house where there is a gun.

All of this affects our schools, and the work we do. And I'm aware that many of you from other countries face similar – or even worse – social problems. The tragedies of the world don't magically disappear at the doors of schools.

Yet a conference like this gives us enormous hope – hope that we can learn from each other. Hope that we can pool our talents to solve problems. Hope that we can draw inspiration from one another's successes. Together, we can make a crucial difference in the lives of children around the world.

You know, a few weeks ago, people all over the planet were consumed by the World Cup. Watching the final game, I have to tell you, I learned something. The French, as we all know, were not considered the better players. But – and I say this with all due respect to the excellent Brazilians – in the final game, the French played a better game. Why? Because they played more as a team. It was because they worked together as a team that they triumphed.

Well, we too are a team. We are a team of world educators.

Let us begin our sacred work together, as a team, right here, right now – on this hot summer morning in Washington, D.C.

And in this spirit, I say to you again, my friends and international colleagues: Welcome

Bill Jordan

GENERAL SECRETARY

INTERNATIONAL CONFEDERATION OF FREE TRADE UNIONS

Brothers and Sisters, I bring solidarity greetings from the ICFTU.

The world has travelled a considerable distance in the contest of ideas since I attended your first Congress a mere three years ago. At that time, the excesses of "free market" dogma and rhetoric were at their peak.

Remember, market solutions were always best. Public expenditures were, by their very nature, considered wasteful.

Freedom for capital was the overriding priority and freedom for people was largely forgotten.

We were all being offered a new, global faith with its own holy trinity: liberalisation, deregulation, and privatisation.

Today, the free market utopians are not quite so smug or so confident. I would like to think that it was the force of the common sense arguments of the trade union movement alone which has changed the debate. However, even more powerful has been the reality of events.

In many countries, privatisation furnished a splendid excuse for passing public assets into the hands of cronies of government ministers.

Deregulation has dramatically, sometimes tragically, revealed the practical reasons why regulations were imposed in the first place.

And liberalisation has combined with privatisation and deregulation to rob governments of the very tools they needed to respond to the public needs at national level.

There has been no more powerful example of the fatal flaws in this dangerous ideology than the financial crisis in Asia.

25 million people put out of work in just three countries, and a job-destroying, confidence-destroying cancer spreading across and beyond the bounds of Asia, to threaten the world's economic stability.

Political leaders, powerless to stop the crisis unfolding, devoid of answers to deal with its consequences, have been forced to listen to offers. In our meetings with the G-8, international financial institutions and with individual governments, our voice is being heard, our arguments considered. We have challenged the system and those that drive it! We have argued for sustainable growth and civilised standards.

I must tell this congress, central to our arguments is the role of the public sector and, in particular, the contributions of free, public education.

Education and training are at the heart not just of economic development, but the elimination of child labour, the struggle against discrimination in all its forms and the ending of poverty.

World leaders are being told that cuts in education, imposition of barriers to access, will kill, not build, the future we all seek.

Education reflects our values and transmits them through generations. An alien concept to the market and a compelling reason why education must be protected from it. Because globalisation, as now unchecked, is undermining universal values. We must stop the rot and education will be one of our strongest weapons.

Education International is a most potent mix of the complementary missions of education and trade unionism. An uncommon dedication to helping all people to live their lives as successes not failures.

Your organisation is very active in the growing partnership between the ICFTU and the international trade secretariats. It is a vital force with UNESCO, not only in representing EI affiliates, but in helping to defend the interests of the entire free trade union movement.

It is a major contributor to the trade union fight to eliminate child labour.

I would like to take this opportunity, Fred, to congratulate you, your officers and the delegates to this Congress not just for being one of the bigger, better battalions in the international trade union movement's army but for leading from the front on even the toughest issues.

Brothers and Sisters, we have many obstacles in our path. And we don't have all of the advantages of global capital, of faceless markets, of bankers and finance ministers.

In a world being driven by multinationals who have the power to move money and work across the globe at will, what may, at first glance, appear to be our relative disadvantages are really our sources of strength. Yes, we have roots. Yes, we have values. And yes as trade unionists we are bound, inextricably, to our communities. But it is those communities across the world who are sensing and saying there is something wrong with the direction the world is taking.

And it is those communities, our communities, we have to enlist in the fight to change it.

Let's remind ourselves, trade unionists are the largest organised group on this planet.

ICFTU speaks for 125 million trade unionists.

Trade unionism is the voice of community, and we can make, will make, its voice heard. And when we do, the world will listen. And when we do, the world will change, for the better!

Katherine Hagen

DEPUTY DIRECTOR-GENERAL

INTERNATIONAL LABOUR OFFICE

Madam President,

Distinguished Participants and Guests,

It is a great pleasure for me to speak to you today on behalf of the Director-General of the ILO, Mr. Michel Hansenne, and my colleagues who are present at this Congress, Mr. Coen Damen, of the Bureau for Workers' Activities and Mr. Bill Ratterce of the Sectoral Activities Department. As a former educator myself and as a strong believer in the necessity for a solid basic education to provide the foundation for the requirements of life-long learning as we know it today, I am especially pleased to join you here today. My special greetings to the educators from my home state of Minnesota and my second home country of India and a very special greeting to the educators from one of the many adopted states I called home at some point in my adult career, North Carolina, where I learned a lot from the NCAE.

I want you all to know how important it was for me to work with the NCAE when I was an aspiring politician on top of my educational career those many years ago - it was in fact the 1970's when I learned this - and had the opportunity to make my very first speech on the floor of the North Carolina Senate as a new State Senator from Guilford County, about the importance of letting educators define the appropriate curriculum for students in the public schools of North Carolina. I spoke from the bottom of my heart but with a great deal of trepidation because it involved opposing a bill sponsored by a very senior legislator who thought that the children of North Carolina weren't learning enough about the private enterprise system from their teachers. I was of the opinion that it was better to call upon the teachers themselves to develop the curriculum, based on the importance of freedom of thought and freedom of expression as the fundamental touchstones of any free market system.

Anyway, North Carolina educators, you backed me in my cautious opposition and showed me the strength to speak up for the rights of professional educators to play a significant role in policy regarding education.

The importance of your Second World Congress is highlighted by your principal theme: "Education: Building the Twenty-first Century". Less than two years away from the beginning of a new millenium, this Congress is strategically placed to debate the critical questions facing our societies in the years ahead - questions about equity and quality in education and how we might play a role in constructing better educational systems to achieve these goals; questions about how to ensure the centrality of education and training to the achievement of stable economic and social development; questions about the changing and increasingly life-long needs of individuals, families and communities for knowledge and access to information as the crucial ingredients for sustainable livelihoods, and questions about the rights and responsibilities of educators to join with others for the achievement of these goals. The ILO is keenly interested in your debates and in the policies and strategies you choose to adopt in the next few days.

My own organization, the ILO, approaches these same concerns in the framework of its overarching priorities of promoting democracy and the fundamental rights of workers, of eradicating poverty through the promotion of full, productive and adequately remunerated employment, and of protecting workers through a safe and healthful work environment. Most recently, these priorities were addressed by the International Labour Conference last month when the 174 member States adopted a groundbreaking "Declaration on fundamental principles and rights at work". This new Declaration builds on the consensus reached at the UN World Summit for Social Development in Copenhagen and in other fora, including in the Singapore Ministerial Declaration of the World Trade Organization, concerning the importance of certain principles inherent in a number of core labour standards, all of which are of fundamental concern to educators as workers, as teachers and as citizens. These principles are:

(a) freedom of association and the effective recognition of the right to collective bargaining;

(b) the elimination of all forms of forced or compulsory labour;

(c) the effective abolition of child labour; and

(d) the elimination of discrimination in respect of employment and occupation.

We look to you to work with us on implementing this new Declaration. Your support would flow naturally from your dynamic interaction with existing ILO supervisory mechanisms, such as the Committee on Freedom of Association which has recently examined complaints on violation of teachers' rights in Canada, Chile, Ethiopia and other countries, or the Committee on the Application of Standards of the International Labour Conference, which took up the serious problem of teachers' salary arrears in the Russian Federation at its June meeting. This new Declaration and the steps we plan to take to implement it are intended to raise the world focus on workers rights to a level never achieved before, and your role as educators is crucial in this effort.

The ILO also supports the constructive engagement of international trade union organizations, including EI, on major issues involving structural adjustment and education reform with the International Monetary Fund, the World Bank, and the World Trade Organization. EI and its affiliates bring to the debate the grassroots views of teaching professionals on what works and doesn't work to ensure quality education for children and adults. The ILO shares these and similar concerns on how respect for core labour standards and greater dialogue with social partners can become lasting pillars of development policies. The ILO Governing Body expects the Offtce to continue and broaden this dialogue, and we promoted these ideas most recently in May during seminars with the World Bank and the IMF in Washington. Further initiatives include a high-level summit planned for this fall.

Our reflection on the problems of structural adjustment have also nourished outcomes of the 1996 meeting on the Impact of Structural Adjustment on Educational Personnel. Thus, we have collaborated with EI through the organization of joint regional policy seminars in cooperation with UNESCO, focusing on structural adjustment's consequences for education and teachers. The ILO has also provided direct support to EI-organized seminars at international and/or regional levels on World Bank policies and their consequences on public education for democracy and human rights and on education in countries undergoing profound structural changes.

ILO cooperation with Education International extends to ways in which respect for basic human rights can reduce poverty and social marginalization, which threaten the foundations of democracy if left unchecked. Child labour is one of these special concerns. The ILO shares EI's view that universal and affordable education of high quality plays a crucial role in eradicating child labour, a view that was strengthened by the inclusion of the importance of basic education in the draft text of the new Convention on the most intolerable forms of child labour which emerged as another ground-breaking development from the International Labor Conference in June. EI played an active role in that discussion, and if this Convention is adopted next year as we hope, the ILO counts on you to spearhead the international campaign for its early ratification, especially in those countries seriously affected by the scourge of child labour. In this regard, we are pleased that a project involving teachers in action against child labour through education and training will soon enter its second phase as part of the International Programme on the Elimination of Child Labour (IPEC).

Another crucial area is the protection of indigenous people's rights. ILO officials have maintained regular contact with EI representatives on this issue, and to give concrete effect to the Indigenous and Tribal Peoples Convention adopted in 1989, the ILO was pleased to support a regional forum of indigenous educators sponsored by EI in the Asia-Pacific region. We hope to contribute to additional forums that EI is organizing in the near future.

Before concluding, I would like to note our continued cooperation on the comprehensive provisions contained in the ILO/UNESCO Recommendation concerning the Status of Teachers, adopted in 1966. The ILO remains convinced that promoting knowledge and use of this unique international set of guidelines constitutes an invaluable contribution to enhancing the status of teachers and the quality of education that they provide. The Report of the 1997 Session of the Joint ILO/UNESCO Committee of Experts, known as CEART, which was set up to monitor the Recommendation's application, reflects the contribution of EI and its affiliated organizations. In September of this year, another regional seminar with the Recommendation as its focus will draw together EI affiliates and governments from the Pacific. The ILO is also consulting with EI on key projects concerning teacher indicators and the feminization of the teaching profession. Complementing these efforts for basic education, the ILO's close work with UNESCO and EI ensured that a strong and forward-looking set of provisions emerged in the new Recommendation concerning the Status of Higher Education Teaching Personnel adopted by UNESCO in 1997. We urge your support to guarantee that the new Recommendation is also effectively monitored by the CEART as endorsed by the ILO Governing Body.

I would like to conclude by emphasizing that our common global concerns are to influence the social and economic policies of governments and international institutions in order to foster solidarity, human development for all and basic social justice, and to harness the benefits while mitigating the undesirable aspects of globalization. We assure you of our continued support for your own efforts to these ends, confident that together we will advance the cause of social justice in the new millenium.

Thank you again for this opportunity and for your attention.

Federico Mayor

DIRECTOR-GENERAL

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION

Madam President of Education International,

Distinguished leaders of teachers' unions,

Ladies and Gentlemen,

It is an honour and a pleasure to be with you at the opening of this Second World Congress of Education International.

It is an honour, because no fewer than 23 million of the world's teachers are represented in this room. It is a pleasure because UNESCO has worked most productively and happily with Education International since its birth. I feel very moved to address you as an educator myself, as a former Minister of Education of Spain and also as a father, grandfather and citizen of the world who knows that you, the teachers of the world, hold the future in your hands.

I would like to thank you, Madam President, for your constant support and help. I am delighted to see that this Congress is taking up the challenge formulated in Jacques Delors' Report. As the title of this event shows, you will tackle the question of education reform to prepare for the 21st century. There is no more essential task in the world today. I would like to thank our hosts, Sandra Feldman, President of the American Federation of Teachers and Robert Chase, President of the National Education Association, for providing an opportunity to examine this question with representatives of teachers from all over the world. No education reform can succeed without the full involvement of the teaching profession from the very outset.

You have chosen a theme which would, I know, have fired the enthusiasm of your Founding President, Albert Shanker, whom I had the privilege of meeting. I would like to add my tribute to him to those which have already been made at this Congress. The courage, conviction and vision of Al Shanker will continue to mark the world of education for many years to come. By a commitment to democratic ideals, he broadened the scope of unionism from a search for strategies to a search for wisdom.

Speaking here in Washington, I would also like to pay homage to the admirable commitment, vision and leadership of President Clinton in the field of education. I was not only impressed by the scope and focus of the President's statement on education policy in his last State of the Union address, I was struck by the similarity between the President's analysis and approach to these questions and UNESCO's. He said: *The Information Age is, first and foremost, an education age, in which education must start at birth and continue throughout a lifetime.*

I totally agree with that! Life-long education for all is a top priority for UNESCO.

Ladies and Gentlemen,

Before discussing some of the issues raised by the question: "what education do we need for the 21st century?" I would like to pay tribute here to the 57 million members of your profession throughout the world. Teachers are absolutely fundamental. They have been, are and will be the essential pillars of education and therefore of our future. Books and computers hold a treasure of information, but it is the teacher who first awakens the intellectual and creative capacities of the child which allow that information to be converted into knowledge. Yes, education is much more than instruction, much more than information. Education gives to all human beings the capacity of having their own personal sovereignty. It is the teacher who helps the child develop points of reference, a sense of belonging, of self-worth.

In this respect, I must also pay tribute to an especially crucial role that teachers play in our troubled times. We must show greater recognition for the world's 57 million peace-teachers, on the front line of peace-building every day. I have seen them, I have met them, in Rwanda, in Burundi, in Nepal, in El Salvador, in Northern Ireland. I pay tribute to the teachers in each urban school where children arrive having already learned the language of violence, where children replicate the aggressive behaviour of the world outside. If the future of the world lies in our cities - and every trend suggests that it does – then teachers have a central role to play in the urban community. Teachers promote in students a more tolerant approach to their neighbours. Teachers' organizations are in a unique position to inform the public about the link between education and peace-building.

Teachers build the very fabric of peace and democracy because they transmit the attitudes, values and skills which make peace not just the absence of conflict, but a way of life. The great American essayist, Helen Keller, once wrote «The highest result of education is tolerance». How right she was! Conflict is - at root - a problem of learning, and problems of learning are ones which teachers can remedy. You are instrumental in making children full citizens, not only of their own country, but of the world. World citizenship has to be taken far more seriously by every one of us in the years to come.

We live in a world of stark and growing gaps between haves and have-nots. Each day in their class-rooms, teachers are working to reduce the gender gap, the knowledge gap and –therefore - ultimately, the wealth gap. Each time teachers create a tolerant, supportive class-room atmosphere - where children develop their self-esteem and problem-solving skills – they defuse conflict and build peace. Each time teachers give an empowering education to girls and boys, they help close those gaps which lead to intolerance, extremism, conflict and violence. An empowering education can counter that lack of direction, that lack of an anchor which so many young people feel today, both in deprived and affluent communities alike and which leaves them in a vacuum.

Ladies and Gentlemen,

I am glad to say that today the world's leaders are convinced that education is the key to the future. Every international conference since Jomtien in 1990 has emphasized this fact. What is needed now is political will.

An empowering education is one which centres on those four pillars of learning emphasized by Jacques Delors in his Report: learning to be, learning to know, learning to do, learning to live together. Empowering education is education for all throughout life, both within formal and informal frameworks. This is the only way to include the excluded and to reach the unreached. It is a multicultural education, where children learn languages - and learn to use all the possibilities offered by creative diversity, an active education, where children take part in sport and artistic activities. It is education which has asked, and answered, fundamental questions which relate both to the form and to the content of education. I have decided to dedicate the International Bureau of Education in Geneva as a key clearing-house on the content of education. It will ensure that the best practices are made available to all.

Good practice goes hand in hand with good working conditions. We have to improve teachers' status. The 1966 Recommendation Concerning the Status of Teachers, adopted by UNESCO and the International Labour Organization remains a valuable guidepost. Another is the 1997 UNESCO Recommendation on the Status of Higher Education Teaching Personnel. We cannot enter a learning society, an education age, without giving teachers the recognition they deserve. Each year, on World Teachers' Day, Education International and UNESCO highlight this important message.

Ladies and Gentlemen,

When we talk about education for all throughout life, we are talking first, but not only, about the fundamental right of each human being to primary and secondary education. There must also be a permanent space for higher learning and continuing education open to everyone. And I believe that after the World Conference at UNESCO Headquarters this October, there will be a new higher education landscape. For those who missed the early opportunities of education, and who cannot exercise their fundamental rights to primary, secondary, or higher learning, we need a completely different approach. Since the Hamburg Conference on Adult Education last year, we have begun to see a new approach emerge: one that goes beyond the basic goals of literacy, to equip adults with the means to improve their living conditions; one which transmits - in their own language – the skills that can ensure their own children go to school.

This is an approach whose effects are already being seen. It can ultimately lead to a new scenario on the status of girls and women and on world population. When we link education and fertility rates, it is not in terms of «social engineering», which is top-down and has a very poor record! It is in terms of democracy that we link education to its broader social effect. Democracy: this is the key for sustainable education, for sustainable development, for sustainable peace. We cannot have sustainable peace without sharing and this requires democracy and citizens' participation. Democracy cannot function without education, without teachers who teach students how to think critically and how to act cooperatively.

I admire Education International's work in promoting civic education and education for tolerance. UNESCO too makes this a priority area. Education ministers from 135 countries at UNESCO's 1996 International Conference on Education concluded that teacher training must focus more on the causes of exclusion, poverty, discrimination and racism and on their prevention. UNESCO is ready to build new partnerships between governments and teachers organizations to bring the development of democratic attitudes into classrooms world-wide. Democracy has to mean equal educational opportunities. It has to mean reaching out to street children, refugees, the handicapped and fairer sharing, to ensure the poorest countries are linked up to the Internet and do not find that «window» closed!

It is firstly up to central governments and parliaments to ensure that the main lines of public education – national education - are preserved. But a lot also depends on the political will of provinces, federal states, municipalities and villages. It is at these levels that parents' associations, teachers' associations and all the other stake-holders become involved most directly. We are meeting here at the international level. At UNESCO, we often say: «think globally, act locally». Since the Jomtien conference on basic education in 1990, in Hamburg on adult education, at the Salamanca meeting on disabled children, in Paris at the Higher Education Conference this October, at next year's meeting in Seoul on vocational education, we pool our experience to reach a global vision, a global analysis and then we return to the local level, where action is implemented, on the ground.

That is the strength of UNESCO and that is the strength of Education International. United internationally, we achieve far greater impetus and influence. Working at the grass-roots, we try to turn that global vision into a local reality. Here in Washington, you will discuss education for the 21st century, enriching the debate with all the perspectives which geographical, linguistic and cultural diversity provides and you will take the results of your discussions back to classrooms, to teacher-training institutes, to teachers' union offices around the world.

I ask you to take back with you the concept of your role as peace-teachers. At the global level, you represent an organized force 23 million-strong - that can be a huge alliance for peace. At the local level, you can teach children to share better, to care better, to value peace and democracy. If I emphasize this, it is because I have seen the horror of violence. I have seen its consequences...so many teachers humiliated or even killed...a vicious circle of destruction and reconstruction. We cannot let our grandchildren suffer the same horrors of violence and war. If world leaders understand the importance of education, the importance of teachers, then the dream of Martin Luther King, the dream of Mahatma Gandhi, the dream of Simon Bolivar and also the American dream, will be fulfilled.

Fred van Leeuwen

GENERAL SECRETARY

EDUCATION INTERNATIONAL

Introduction to the Progress Report

1. Introduction

Among the most important achievements of this century has been the definition of universal standards for living together in a global community in peace with justice and dignity. Its most important failure has been the inability to apply those standards. One of the prime challenges of the 21st Century will be to implement these standards of democracy, human rights and education for all – to complete the unfinished business of the 20th Century.

The theme of this Congress: *Education – Building the 21st century*, does not reflect any particular importance to the existence of a set of zeros in the Gregorian calendar. Rather, it emphasises the ever-increasing significance of education at this moment in history, a time of rapid and fundamental change. Some of these changes bring new, exciting opportunities. Some, however, pose serious, very serious threats. To seize these new opportunities and to counter the threats, an organisation like ours must be ready to continuously question its priorities, strategies and working methods. That is an underlying premise of the detailed written report before you.

In that context, permit me not to discuss the report chapter by chapter but rather to speak of the progress we have made, the drawbacks we have encountered, and the dilemmas we have confronted in trying to accomplish our main tasks:

- achieving education for all,
- improving education quality **and** enhancing the status of educators,
- defending our rights and those of our students, and
- working for unity and solidarity.

I also would like to share with you some ideas on how we can improve our work and explore new avenues for action.

2. Education for All

Over the years, the international community has proclaimed over and over again the right to education of every child. At every major UN conference, we have heard world leaders renew their commitment to helping low-income countries build schools and train teachers and we have heard them promising to place education at the heart of development assistance programs. In reality, however, we see a very different picture. *The reality is* that over one hundred and thirty million children still have no access to schooling. The majority are girls. *The reality is* that in the past thirty years the gap between North and South has doubled. The commitment of the rich nations to spend at least 0.7% of their GNP on development assistance has been forgotten. *The reality is* that globalisation is promoted in terms of a neo-liberal economic model which favours exploitation and speculation. We must change these realities and redefine globalisation in terms of solidarity and the struggle for equity and justice.

Our World Congress in 1995 identified structural adjustment as a key obstacle to the achievement of education for all. Together with the ICFTU and ITSs, we have stepped up our campaign directed at the international financial institutions and UN agencies, warning them that privatisation and excessive social inequalities may eventually undermine economic growth. I can report progress.

UNESCO and the ILO have now started expressing similar concerns. Even the World Bank has recognized that the state has an important role to play and it has begun arguing against those who would reduce that role to a bare minimum. The economic crisis in Asia has been a lesson to all those who believe that the economy does not need to be regulated. The OECD has started pleading for a more active government role in the economy, while UNDP researchers have concluded that a combination of high quality public education provision and a more equitable distribution of income does not slow down but, on the contrary, generates economic development. Even the Managing Director of the IMF has publicly stated that while the IMF encourages governments to reduce public expenditures, it would support growing public investment in education. The President and myself have been invited by Mr. Camdessus to have an informal discussion on this issue, hopefully soon after this Congress.

Is the pendulum swinging back? Are cracks appearing in the wall? Yes, but we have not yet broken through it.

During the past three years, we have intensified our contacts with the World Bank - the largest source of external funding for education in low- and middle-income countries. The initiation of a dialogue with the World Bank was a primary priority for us. This dialogue would then be widened so that representatives of our member organisations could meet Bank officials to discuss their policies and programs. This dialogue has now evolved from a somewhat informal conversation to a serious consultation process and we are beginning to see some positive results. A number of national governments have begun discussions with EI member organisations on national education programs funded by the Bank. The Bank increasingly acknowledges not only that education should be a top priority but also that there is more to education than economics, that education involves people first and foremost. It has also accepted the idea that education is a public responsibility, at the primary and secondary levels. These positive results do not diminish our concerns regarding some of the Bank's policies. For example, increased student-teacher ratios, double-shift teaching and the like. We have listened to the Bank's complaint that teachers' salaries represent too high a proportion of education spending. We are told that there is not enough money left over for textbooks and other teaching materials. It is true that a substantial part of education budgets is spent on teachers' pay, but it should be understood that successful education is first of all a matter of qualified teachers.

I want to stress that some governments seem to be quite happy to blame international financial institutions for the reduction of education budgets and the deterioration of national school systems. Bad politicians use these institutions as scapegoats, as excuses for their own incompetence, while they are the ones who set the wrong priorities and make the wrong political choices such as maintaining expensive defence systems, allowing the wealthy to escape taxes, and not taking effective measures against corruption.

Let us also not close our eyes to the fact that within education budgets, funds are not always used effectively. Look for example at the incredible bureaucracies that have been created to manage our school systems. There are countries where 5 to 10 percent of education budgets are spent just on administration. I know of countries where you can find primary schools with classes with 160 students, while the school inspectors drive around in expensive cars purchased with *credits* from the World Bank.

It is, I admit, somewhat peculiar that the most important discussions on education reform in low and middle income countries are being held with a Bank, with Bankers. Some member organisations are not entirely comfortable with this. We want to continue the dialogue, but we want your opinion. We have alerted UNESCO to the danger that it might lose its role as the lead agency in education, while similar concerns have been expressed with regard to the ILO. We do not want educational standards to be developed solely in economic circles. It is fair to say that UNESCO has made a comeback. We have welcomed UNESCO's Report, "Learning: The Treasure Within", which has set the right tone for a global discussion on the future role of education, and its initiatives on education for all.

Education for all is also a struggle against child labour. Between one hundred and fifty and two hundred million children are still exploited as virtual slaves in bonded labour. There are millions of others who do not know what it means to be without hunger. They suffer illnesses that could be easily cured if only the necessary medications were available. It is not for the first time that I express some bitterness at the fact that the combined wealth of nations is sufficient to ensure education as a basic right for every child, but this wealth is not distributed fairly. The protection of children, whether they be abandoned children, street children, economically or sexually exploited children must be the responsibility of all of our societies, including teacher unions. To quote NEA President Bob Chase in his address to the NEA Assembly last year: "They are not other people's children, they are ours."

EI has been part of the steering committee of the Global March against Child Labour which ended a month ago in Geneva at the International Labour Conference, which adopted the first reading of a new convention on child labour. EI has been directly involved in the drafting of clauses and in negotiations with governments and employers. The new convention will give us better tools for getting children out of work and into school. Let me thank all member organisations in all regions that helped make the Global March a success. Our struggle against child labour can only be successful if, at the same time, we build more schools and train more teachers. Today there are about 55 million teachers. To ensure education for all and the full implementation of the new convention on child labour, we estimate that at least 5 million new teachers need to be recruited. This is a tremendous challenge, to be met by the entire international community.

At this point I need to address a dilemma that confronts us. In some of the poorest countries, a growing number of schools are run by non-governmental organisations, which receive funds from agencies abroad. It is called informal education. In the rural areas of Bangladesh, for example, one NGO runs more than ten thousand schools which aim to provide free basic education to girls who would otherwise be condemned to child labour. Most teachers are volunteers, and are recruited and trained outside the regular Bangladesh school system. In India, thousands of NGO are active in education, trying to give children an opportunity for survival. Were we to apply our principles rigorously, we would question such programs and would oppose the rise of informal education, which undoubtedly reduces the political pressure on public authorities to assume their responsibilities. But for millions of children, these programs present the only alternative to child labour. This is a real dilemma, which, in my view, requires discussion.

3. Improving education quality and the status of educators

In many countries, education reform is at the top of the national agenda. Education has become a hot issue. National school systems are being reformed everywhere, but in different ways. Centralised school systems are being de-centralised and deregulated, while highly deregulated systems are being centralised. In some places, reforms are being introduced which have already proved worthless elsewhere and were therefore abandoned. Re-inventing the wheel has become a favourite pastime in education land. Needless to say, some reforms bring no improvement, no enhancement of quality, no greater accessibility, but, on the contrary, create new inequalities and generate more bureaucracy. Are we against reform? Of course not. We support reform that brings greater quality in education and which gives a fair chance to young people. In fact, we believe that education reform should be an ongoing process, guided by public authorities, teachers, parents, and others with a stake in education. However, we do not believe in education reform that slashes budgets and enables public authorities to slip out the back door and avoid their responsibilities.

The arguments given by some politicians and public authorities for their ungraceful exits are not very convincing. They tell us that "people do not want to pay higher taxes"; that "parents must be given a free choice" and that "private schools do better than public schools". Surveys show that achievement scores in private education are no higher than in public education. The free choice of which some politicians speak is the choice of some parents to spend a small fortune on their children's education and of others to funnel taxpayer's money into private enterprise. And what about taxes? True, people do not like to pay taxes, particularly if they have the feeling that governments are wasting their money on creating more bureaucracy. But people are more than willing to pay taxes for education services. Surveys show that taxpayers want their governments to invest in education, health and security, in fact they consider these services to be part of the essential rationale for government. Some of our member organisations have been very successful in mobilizing public opinion for public education. In Argentina, CTERA succeeded in bringing almost the entire nation onto the streets of Buenos Aires in defense of public schools. Similar actions have been undertaken in Canada, France, Australia and in many other countries. The other day, during a long drive from Washington, I listened to a neo-conservative talk show host identifying public education as the source of all evil. He blamed teachers and teachers' unions for what he believed was the downfall of the nation. He went on and on and on. He was then interrupted by a commercial, featuring the calm voice of Sandy Feldman, President of AFT, during a visit to a regular public high school in New York. She spoke of the excellent achievements of that school, of its students, parents and teachers in making things work as a community, and noted that there were many similar schools all over the country. I have never appreciated a commercial more than at that moment. It was a brief moment of simple, honest sanity, interrupting and very effectively undermining the tirade of the talk show host. The point that I am making is that we must not be intimidated by neo-conservative propaganda which attacks teachers and their unions. We should strike back. EI has also made a start in using the mass media to get our message across to the public, having produced a number of videos which have been broadcast in several countries.

Although education reform varies from country to country, we do see common trends, such as the development of instruments for measuring education quality and output, for measuring its economic return and comparing them internationally. Consider the international comparative studies on achievement in maths and science. Exciting material in the public debate on education. Dangerous material in the hands of politicians. The establishment of a Gross Educational Product measuring and comparing the output of our national education systems may not be far away. The OECD has invited EI to take part in its planned comparative study of achievement scores in both maths and science and in humanities. I think we should accept this invitation. There will be a meeting on Monday of OECD members where we want to discuss this.

The financing of education, and the introduction of market mechanisms and values in education has been the subject of many meetings and consultations in the past three years, both within your own organisations and our international and with national governments and intergovernmental agencies. It will be our task to ensure that market place values do not take hold and prevail in our school systems, our schools, and our classrooms. The question is: must we reject every single market principle? The debate will continue. It is also of vital importance that we develop ideas and strategies with respect to the use of new technologies in education, to the concept of life-long learning, and that we build partnerships to realise those ideas. Tomorrow there will be an opportunity to start these discussions in the Round Tables.

Teachers' organisations want to take an active role in education reform. It should be unthinkable that our members, teachers, do not participate in decision-making at school level. In many countries they do. Yet, there are still too many places where classroom teachers are expected to perform their tasks like factory workers in the old days. This is not the kind of environment in which a professional can perform effectively.

At the national level, the teaching profession as a whole should be responsible for the establishment and maintenance of educational standards, within parameters set by the public authorities. And we should feel accountable for the quality of the work that we deliver. Many of our national member organizations have demonstrated their commitment to professional accountability through the development of codes of ethics. I raise the question: should we work towards an International Code of Ethics, drawing upon the experience of our national members?

When we talk about the improvement of education quality and the status of educators we must not neglect sectoral concerns. We have organised, at regional and world levels, activities concerning higher education and vocational training. Both sectors are directly affected by the global changes that I mentioned earlier. In the Program and Budget, proposals are made for the continuation of this work, allowing for task forces to be established whenever sectoral expertise is required to help implement program activities.

In 1997 UNESCO at last adopted the Recommendation on the Status of higher education Personnel. I would like to thank our colleagues from Higher Education for their very effective work. We regret that the ILO did not want the Recommendation to be a joint instrument, like the Recommendation on the Status of Teachers, but, at our suggestion, the ILO/UNESCO Committee of Experts will be responsible for monitoring its application.

Education is the key to democratic, economic, social and cultural development. The vast majority of those employed in the education sector, however, are underpaid, work under deplorable conditions, and are very often denied basic rights. While in the coming decades we are going to need several million more teachers to ensure education for each individual child, to ensure social and economic progress in all nations, there is a real danger of a world-wide decline in the number of qualified educators. The teaching profession is rapidly losing its attractiveness. Fewer and fewer young people are opting for a career in education. The fact that today more than half of the teachers in the European Union are over 40 years of age (in secondary education it is as high as 65%), is self-explanatory. In many low and middle income countries people are leaving the profession simply because they can no longer afford to be teachers. Of the 23 million who belong to EI's member organisations, we estimate that about 15 million live near the poverty line. And that number is growing every day. Thanks to the efforts of EI, this is now recognised world-wide as being an extremely serious problem.

When EI was formed in 1993, World Teachers' Day, the 5th of October, was initiated by the Director General of UNESCO as one way of raising public awareness of the importance of our work. The Day has grown in importance, and we must ensure that it continues to do so.

4. Defending our rights and those of our students

It gives me pleasure to announce that, on the occasion of this Congress, we have published for the first time an "EI barometer on human and trade union rights in the education sector", which provides a comprehensive overview of the situation regarding teachers rights, access to education and the child labour situation, in the countries of member organisations. We wish to disseminate such overviews every three years. I apologize for the fact that the French and Spanish versions of this publication are not yet available but they will be in about two or three weeks time. Let me warn you that it is not pleasant reading. The picture is pretty depressing. The progress report lists most of the cases where we have undertaken political, humanitarian and legal action.

Let there be no misunderstanding: We are confronted by powerful forces aimed at tearing solidarity apart. Look at the tragic explosion of civil conflicts. Look at the resurgence of xenophobia and nationalism. Look at the attacks on the United Nations and the International Labour Organisation.

There seems to be a growing reluctance on the part of democratic nations to insist that universal standards be respected everywhere. These standards are being eroded. Political prisoners in China? Oppression in Nigeria? Assasinations in Kosovo? Killings in Burma? Totalitarian regimes have little to fear. When they have enough economic clout in the global market, they can even expect the cordial visits of democratically elected leaders... a few questions, a few answers... and let's get down to business. Think about it: no dictator has been brought down because the United Nations enforced the Universal Declaration of Human Rights. But we have just recently seen the consequence of the International Monetary Fund's intervention in Indonesia. The IMF saving the world for democracy? No way! This is exactly what I mean when I speak of the erosion of democratic and human rights standards. Today these universal standards have become subservient to monetarist concepts and to free, unregulated markets.

These concepts also dominate discussions at the World Trade Organisation. It was only through extreme effort on the part of the ICFTU and ITSs, including EI, that we succeeded in getting the first Ministerial Conference of the World Trade Organisation in Singapore in 1996 to accept that trade unions rights existed at all. A war has begun against International Labour Standards. Trade union rights are widely neglected. We have lodged several complaints against governments violating rights of EI member organisations. Every single EI complaint was found justified. But governments simply ignored the ILO findings and went about their business as usual. We urged the ILO many times to be more assertive, to not allow economic institutions to become the means for recalcitrant governments to undermine international labour standards. We cannot accept economic development, free trade and the workings of the global market place as excuses for the non-respect of international labour standards, any more than alibis based on ideology, culture and religion.

As you know, EI has been very active in helping our collegues in Kosovo to resist the oppression of the Albanian population in this part of ex-Yugoslavia. I wish to convey our condolences to the President of the Kosovan teachers union, who is present here, on the deaths of his colleagues and their family members in the past five months and to assure him of our continuing support.

In Ethiopia, the President of the Teachers' Association, Dr. Taye Woldesmiate, is still detained. The charges against him are changing all the time. We have filed complaints against the government, have organised missions, have exerted political pressure on the authorities, but have so far been unsuccessful. In April 1977, the Deputy General Secretary of the Ethiopian Teachers Association, Assefa Maru, was murdered. We have reasons to believe that Assefa was killed by security forces. In fact we know that the murderers fled the scene with a brand new police car which had been donated by the German government a few weeks earlier. We have demanded an independent inquiry. Colleagues, let me take the opportunity of this Congress to urge once again the Western nations to help the teachers and students of Ethiopia, and to not sacrifice human rights to strategic calculations.

World-wide many, many lives of teachers, of trade unionists, have been wasted. At our Congress in Harare I already reported on the many death threats received by and killings of teachers in Colombia, members of FECODE. One year ago, EI reached an agreement with the Colombian government whereby teachers receiving death threats would be immediately transferred to another teaching position elsewhere in the country; that, in the most serious cases, they would be entitled to take part in witness protection programs, including a change of identity; that the spouses of murdered teachers would receive survivor benefits. I must tell you that these have been the most macabre negotiations this organisation has ever been involved in. And it is difficult to say whether lives have been saved, and if so, how many.

I could give you many more examples of violations of rights since we last met. I will not do that. I simply refer to the Report, in which we have listed fifty-two countries, more than one third of the 149 countries and territories where we have member organisations; 52 countries which did not respect international standards applicable to the teaching profession. Most cases concerned infringements of the ILO Conventions 87 and 98. Quite a number of governments still have difficulty in accepting the idea that educators are organized in trade unions. Many are reluctant to bargain collectively with education unions or even to consult with them. Increasingly, we are seeing legislation which over-rides collective bargaining procedures to impose terms and conditions of work.

Promoting democracy, defending the rights of our members, of educators and of fellow trade unionists world-wide has been and must remain one of our core assignments. At the same time, we teachers must be at the forefront in defending the rights of our students, the rights of children, the rights of the most vulnerable. The right to education of every single child, the right to protection against exploitation, should be at the top of the international agenda. But where the global market holds sway, where the role of governments is reduced to a minimum, where social security and health programs are stripped to the bone, where access to education is limited, where the rich get wealthier and poor sink deeper into poverty, where solidarity has become an anachronism, children are the first victims. Poverty is not confined to low and middle income countries. 25% of the children of this country, America, and some 20% of the children of Germany live below national poverty lines. Two of the richest countries of the world allow their children, no, our children, to be deprived of a fair chance in life, a fair start. Have we grown careless? And what about the measures which some rich governments are taking to discourage illegal aliens from establishing residence in their countries. In the Netherlands and in France they have been cut off from any public service, including education, which implies that their children, who cannot be held responsible for the illegal status of their parents, are denied access to education and health care. Have we grown careless? Our human rights barometer shows an alarming increase in a number of countries in Central and Eastern Europe of very young children disappearing into drug trafficking and prostitution rackets. I am asking you again: Have our societies grown careless? Yes, they have. Educators have a special responsibility towards children. We must warn our societies that trampling the rights of children, allowing the well-being of too many to deteriorate is undermining the very basis of civilisation.

Many of the problems we are facing find their roots, as I have said, in the unwillingness of too many to share, to care. Is the world growing colder? Are we approaching a new ice-age?

We must seek a strengthened, more effective UN. We must forge alliances with representative NGOs that share our values. But we must also also look at how we have organised ourselves, and examine whether the trade union structures and relationships that we have developed over the years are still effective.

5. Working for unity and solidarity

In many countries, new alliances are emerging. Unions in the traditional industrial sectors, confronted with a decline of membership, are combining their forces. In some of these countries, the public service unions and the education unions are also discussing new joint structures in order to become stronger, better able to counter the downsizing of the public sector. We should not forget, however, that classroom teachers who choose to become members of an education union not only expect the organisation to defend their pay and employment conditions, but to also meet their professional needs and to promote education as the single most important public service. These expectations may be difficult to meet when the education union becomes part of a general public sector organisation.

At the international level, there have been many mergers in the past few years. Today, we have fourteen international trade secretariats, EI being the largest. In the long term, I expect only five or six very large ones to remain, and EI will be one of them. Today we represent between 75 and 80 per cent of all organised teachers outside China. Our representation of teachers and the combined expertise of EI and its member organisations make us an important, valued and influential player in the international arena. We can expect an important growth of the teaching profession in the South. If, in the North, the teaching force stabilises, this will, obviously, weaken the financial basis of our organisation. These factors, as well as changes in the international trade union landscape, require that we carefully examine our future position in the international trade union movement, and that we strengthen relations and intensify cooperation with the only other international trade secretariat serving the public sector, namely the Public Service International (PSI). The Executive Committees of EI and PSI have already mandated the Secretariats of both organisations to cooperate closely in areas of common concern and where cooperation can be cost-effective.

While intensifying cooperation with PSI is natural and logical, we must eventually also address our future relations with the World Confederation of Teachers (WCT), and seek a cooperation that ultimately must lead to unification.

Strengthening our position and increasing our effectiveness also requires that we take new initiatives to complete the unifying process. There are still some inter-regional, regional and sub-regional teachers organisations that share our principles and objectives but work independently from EI in their respective areas. Most of these organisations are solely or predominantly composed of EI members. We have felt that we should work towards the inclusion of some of them without taking away their autonomy. So far two groups have been included: the European Trade Union Committee for Education (ETUCE) and, since yesterday, the Francophone Trade Union Committee for Education and Training (CSFEF). Next year we hope to welcome the inclusion, as an autonomous body, of the Caribbean Union of Teachers (CUT). These inclusions are not only important steps towards unity, but create more room, more space within our international for groups of education unions that wish to address specific common interests. Our structures require that we bring together unions from the same geographical region. There is, however a growing need for getting together and exerting influence at a sub-regional and inter-regional level, particularly where governmental bodies exist at these levels for the purpose of coordinating economic policy, and for doing other things which impact on our sector. There are already some formal and informal groupings of education unions, mostly EI members, operating to monitor or even dialogue with such bodies. Where this is not the case, and I think of inter-regional institutions such as NAFTA and APEC, I believe that we need to take some initiatives. With your permission we will make some proposals to our member organisations in the concerned countries shortly after this Congress.

I have criticised the governments of industrialised countries for not meeting their commitments towards the south. But what have we done ourselves? Have we lived up to the high expectations which member organisations have of our development cooperation programs and solidarity work? When I speak of our solidarity work, I speak of both multilateral and bilateral programs, I speak of the joint and coordinated effort of EI and its member organisations to help colleagues in the low and middle-income countries build strong and independent education unions. And we can point to progress – greater self-reliance, greater membership participation, internal democracy and a rise of women in leadership positions. Work must continue.

One of the most important kinds of solidarity promoted by EI is solidarity between our women and men members. Well over half of our members world-wide are women. Well under half of the leadership positions in our schools and in our unions are held by women. The achievement of a better gender balance at all levels of our schools and of our organisations requires a sense of solidarity between our men and our women members. In the past three years, we have made every possible effort to demonstrate that this solidarity is the basis of most, if not all, of our work. Another very important kind of solidarity to be promoted by EI is solidarity with teachers belonging to ethnic and other minority groups. In Harare, we expressed our support for indigenous teachers and we have turned their cause into our own. This was not a symbolic gesture. There are more groups who are waiting for us to reach out to them, who are discriminated against or who are forced to live secret lives: our gay and lesbian colleagues. They fear coming out as long as we do not make it perfectly clear that we support them and that we will not tolerate discrimination on the basis of their sexual orientation.

We are an organisation with a very active and dedicated membership. In the past three years we have seen a further growth of membership participation in EI activities. I estimate that over 75% of our member organisations take part in our activities on a more or less regular basis. However, if you look at the number of individuals involved in our work, a different picture emerges. Of course, we are an organisation of organisations and not of individuals. Our rank and file are unions. Yet, and I have said this before, I believe that we must try to bring EI closer to the classroom teacher. The commitment to our objectives needs to be rooted in our rank and file membership. But many union members are not even aware of the existence of EI. Would you agree that we should try to develop a sense of ownership among teachers world-wide, a feeling that Education International is their organisation, that they are connected and that together we constitute a tremendous potential force, a power that can truly make a difference. New technologies can help us to further expand this group and even enable them to take part in EI campaigns, and to meet and have discussions with colleagues in other countries without having to travel one mile.

In Stockholm, we created this organisation. In Harare we consolidated our unity. In Washington we will take a new step. Democracy, human rights and social justice are the product of a collective effort by people determined to make a difference. EI is that same effort, that same collective effort. In the 20th century we defined our ideals and aspirations. In the 21st century, we will realise them. For all.

Hans Engelberts

GENERAL SECRETARY

PUBLIC SERVICES INTERNATIONAL

It is with great pleasure that I bring you warm greetings of solidarity on behalf of Public Services International and its 514 affiliates in 137 countries. Together these unions represent more than 20 million workers: nurses and health workers, firefighters, water and electricity workers, engineers, child minders, civil servants, irrigation experts, judges, food inspectors, social workers and a large number of other professional groups.

When you talk about professional groups, the expression professionalism comes next. Too often this expression has been used to separate workers from each other, to justify not being part of the wider trade union movement, to live in splendid isolation. In PSI this is changing, more and more nurses, social workers, academics who used to be in their professional organizations are joining the trade union movement because they realize that the fight against the powerful neo-liberal forces cannot be won in splendid isolation.

We need each other, and more and more people are now convinced that our objectives can only be achieved in alliance with others.

In PSI we fully support a closer alliance between EI and PSI and both executives have signed a memorandum of understanding to that end. Both ITSs have the largest stake in the continuance of a strong and effective public sector. We agreed to pursue proactive and progressive policies towards the public sector rather than negative defenses of the status quo. There is a need to promote our common vision of public service delivery and to strengthen the capacity of the two internationals and their affiliates to lead developments to increase the power of their individual members and to seize the initiative in practical cooperation at world, regional, national and local levels.

Work has started.

We already have one joint office in Kuala Lumpur,

we participate in each others meetings,

we organized a joint mission to Korea,

we are discussing joint training programs,

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we work closely together in convincing the Bretton Woods institutions that their policies only benefit the rich ruling classes and are disastrous for ordinary citizens.

But we need to do more!

We should not wait till we have to protest again against another violation of the trade union or human rights of our members. But we should be jointly and proactively campaigning that all states respect the fundamental principles and rights at work. In too many countries public sector workers still do not have these rights as laid down in ILO conventions.

We should use our position in public service pension funds, which are the largest in the world, and use the leverage of large-scale capital investing to encourage companies to forgo the drive for short-term profits that leads to the exploitation of workers and the use of child labour, but to invest in long-term committed relationships with their employees and the community at large.

We have already exchanged material on trade union education, the environment, women and affirmative action, but we should start joint programmes now.

Together we could train our affiliates in how to deal with the World Bank, the IMF and the government at national level and propose alternatives to the structural adjustment programmes that will benefit the population.

Why don't we promote equality together, it is more efficient than to run separate programmes.

I could give other examples of beneficial cooperation but the most important is that all public sector trade unionists, the individual member as well as his or her representative in the national and international trade union movement, not just share a common vision but work together in the same direction.

It cannot be left to somebody else. It should not be left until tomorrow.

Let me finish with what I said in Harare:

Let's not agonize, but organize and let's do it together.

Gaston de La Haye

GENERAL SECRETARY

WORLD CONFEDERATION OF TEACHERS

Madam President, General Secretary, Colleagues and Friends,

Despite a heavy workload and busy agenda in the run-up to the 7th Annual WCT Congress next May in Kuala Lumpur, Malaysia, I have much pleasure in bringing you collegiate and cordial greetings from colleagues in the World Confederation of Teachers (WCT). May your Congress bring you what you are hoping for and, given the challenges facing teachers and education in a rapidly changing society, may your Congress also be the source of fresh momentum and renewed enthusiasm.

I am not here as WCT General Secretary simply as a matter of courtesy. My presence here today is a living sign of what has frequently been a most fruitful collaboration between our two organisations over the past few years as we have striven for the greatest good for all teachers the world over.

In recent years, four international confederations, the WCOTP, IFFTU, WCT and FISE, have developed initiatives, produced joint reports for the International Conference on Education, and even organised joint demonstrations.

Differences in approach and emphasis are not necessarily an impediment to collaboration where the need is pressing, and when there is a will to achieve a common objective.

Since 1975, collaboration between the IFFTU and the WCT, brought together by bodies of the WCOTP, and today between Education International and the World Confederation of Teachers, has led to the setting up and development of the European Trade Union Committee for Education (ETUCE), a joint structure that brings together member organisations in the European Union and the European Free Trade Association. This collaboration within the ETUCE went off smoothly, and new measures continue to be drawn up with a view to improving the effectiveness, and re-drawing the framework and role, of all actors at European level.

However, we must be wary of the notion that what is possible in Europe can automatically be transposed worldwide. There are various reasons for this; I will briefly mention just two.

Firstly, the geo-political situation and the socio-historical development of other countries, regions and continents are not comparable to those of Europe. Secondly, the bonds that link Education International to the ICFTU are not comparable to those that link the WCT to the World Confederation of Labour.

If collaboration between our two internationals is to be developed and structured, attention will need to be focused on these two inescapable issues, among others.

In the immediate future, and without prejudicing any moves towards collaboration between our two organisations, we believe that EI and WCT will be well advised to develop a culture of dialogue, of listening to one another and of understanding; this will enable us to seek out and develop synergies and opportunities for collaboration where they arise, instead of trying to achieve structural harmonisation too hastily. This is not to say that, where they are both possible and desired by all parties, more structured collaboration cannot take place and be developed.

It is our view that, like EI, the WCT is currently meeting a need through its numerous organisations in many countries, and through them millions of teachers have freely and voluntarily chosen the fundamental principles that they defend.

However, although the WCT robustly defends its own identity, it also wishes, wherever possible, to engage in processes of close collaboration based on a form of voluntary participation and partnership that respects the identities of each of the partners.

Developments in Europe show that it is possible, on the basis of partnership and respect for the identity of each of the partners, to set up synergies and forms of collaboration that will unquestionably benefit the international trade union movement, education employees, and young people.

Here in Washington today, EI is developing its approach to "Life-long Learning"; in a week's time, in Kuala Lumpur, the WCT will be determining its work on the role of teachers in education in the 21st century. We shall emerge from our Congresses stronger and better equipped to tackle future challenges. It follows that EI and the WCT will be partners with clearly defined aims, objectives and strategies – in a word, trusting partners who can bring added value to joint action.

My presence here today, and the presence of Fred van Leeuwen, your General Secretary, at the WCT Congress next week, guarantees close relations and fosters fruitful collaboration between EI and the WCT.

Maris O'Rourke

DIRECTOR, EDUCATION DEPARTMENT

THE WORLD BANK

Thank you for the opportunity to be here - I'm delighted that we are having closer and closer relationships with Educational International through regular meetings with your Deputy General Secretary, Elie Jouen and through the great contribution of Mary Futrell. Mary is one of a high level six-member international External Advisory Panel on Education to the World Bank.

Immense progress has been made in education and immense challenges still remain. Among them is the fact that world-wide some 145 million children aged 6 to 11 (about 60 percent of them girls) are not in school. The numbers missing at other levels (secondary, tertiary, pre-primary) are many times higher. The relevance and quality of instruction are often poor. Adult literacy remains below 40 percent in many countries.

Much has been written about education, its importance, its problems, its complexities, and what needs to be done to improve it. Good ideas abound. The key need now is to translate ideas into action and results, better and faster results. For developing countries, that means tackling tough problems effectively. For the World Bank, it means improving how it helps countries do that.

The stakes are high. The choices that countries make today about education will lead to sharply divergent outcomes in the decades ahead. Countries that respond astutely to the rapidly evolving challenges and opportunities could experience extraordinary progress educationally, with major social and economic benefits including large potential gains for the poor and the marginalized. Countries that fail to respond could stagnate or even slip backwards, widening the gap between the 'haves' and the 'have-nots' and sowing the seeds of social unrest.

Charting a course forward in these circumstances requires an understanding of the changing world that shapes the context for educational choices, the current situation in education and the partners involved. Deciding then what the World Bank should concentrate on requires a close look at its experience in education thus far, and at the priorities for the years ahead.

From these considerations emerges a set of messages with implications for what the World Bank does next.

The Bottom Line

Given the overriding concern to improve education quality, the World Bank's mission is to assist clients to:

- improve access to relevant learning opportunities (not just access to school places);
- use education resources more efficiently and equitably (i.e. wisely and fairly);
- build stronger institutional capacity (so that countries will be better able to set and achieve their own objectives).

The key action is to help countries identify and implement whatever next steps are the most strategically important. This will be done by:

- developing sound country-specific strategies and programs, based on an analysis of the country's particular circumstances;
- listening carefully;
- putting the client first;
- harnessing global knowledge with local know-how; and
- avoiding ready-made solutions.

All the while remembering that some investments provide better returns than others, and that some regions are much farther from the goals that all are working towards, the World Bank's work program in education in the years ahead will reflect:

- continued strong support for improving basic education (especially early child development and primary education, but also lower secondary and adult literacy);
- support for strengthening upper secondary and tertiary education (i.e. higher education and technical-vocational training), in countries where basic education policy and practice is already sound;
- special attention to girls' education and education in the poorest countries in sub-Saharan Africa and South Asia;
- systemic reform at tertiary and other levels (including education financing and public/private roles, particularly where they enhance opportunities for the poor);
- promotion of new and better ways of achieving effective learning (including the use of technology and distance learning).

Within the World Bank, particular attention will be paid to:

- being more selective, by expanding the activities that give higher returns and taking the decision not to lend when the likelihood of success seems slight;
- getting results;
- investing in staff through recruitment, training, effective deployment, and modeling desirable values and behaviors (e.g., client focus and teamwork); and
- upgrading knowledge management, generation, and dissemination practices.

The Context: A Changing World

The next twenty-five years will bring changes with profound consequences for education, driven in no small part by five key factors: democratization; market economies; globalization; rapid technological innovation; and evolving public/private roles. Education will determine who has the keys to unlock the treasures that these changes will generate -and who does not.

Our Vision for Education in Tomorrow's World

The long-term goals for education should be nothing less than to provide all people everywhere with a reasonable chance to

(1) complete a primary and lower secondary education of at least adequate quality,

(2) acquire essential skills to survive and thrive in a globalizing economy,

(3) benefit from the contributions that education makes to social development, and

(4) enjoy the richness of human experience that education makes possible.

At a minimum, this includes ensuring that every girl and boy has a reasonable chance to learn to read, write, and do basic arithmetic, and that every adult has access to life-long learning opportunities. Inequality in educational access and quality must be reduced, since it condemns at least half of the world's population, and most of the poor and vulnerable, to much worse lifetime prospects than the more fortunate have. Specific targets have been set for universal primary education and adult literacy in the Education for All initiative, and the OECD's Development Assistance Committee has called for universal primary education by the year 2000 and gender parity in primary and lower secondary education five years later[1]. The World Bank is committed to working towards both the EFA and the DAC targets.

The broad goals will not be achieved easily or soon. While parts of them are attainable in less than a decade, most parts will take longer and some could require a century or more. But to aim for anything less would be to aim too low, and would fail to set the right direction with the right sense of urgency and expectations.

Rapid changes will further complicate a world that from an educational perspective is in fact many different worlds co-existing simultaneously. At one extreme, the poorest two-thirds of the global population still have very limited educational opportunities - some students work in inadequate classrooms with no books, in classes of over a hundred students, with inadequately trained teachers. At the other extreme, a fortunate few are hurtling toward an educational future revolutionized by technology advances and learning that can combine the best of classrooms with the world beyond the classroom.

In this challenging environment, countries' education strategies will need to look urgently to improving the quality of education. Improving quality means achieving detectable gains in the knowledge, skills and values acquired by students, through making the environment in which those students learn better. The learning environment includes the students' immediate surroundings (the classroom, office or home), as well as the systemic framework in which students, teachers, administrators, managers and other service providers operate. Improving quality will require countries to deal with a number of crucial issues.

First, especial attention will have to be paid to the processes of teaching and learning. Given the general superiority of active learning over learning by rote, countries that move strongly toward more participatory and individualized modes of learning will be at an advantage relative to those who stay more with traditional "chalk-and-talk" teaching methods. Countries that provide opportunities for people to learn at all ages (as their work or lives change, and as new knowledge replaces old) will have an edge over those who do not. In addition, greater use of new technologies inside and outside the classroom will give more learners greater access to information.

Secondly, emphasis on acquisition of foundation skills - literacy, numeracy, reasoning, and social skills such as the ability to solve problems together - is of utmost importance, especially in countries with low levels of attainment currently. These fundamentals are a pre-requisite for acquiring advanced skills and for making use of new technologies. All countries thus need to ensure that

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[1] OECD, Shaping the 21st Century, 1996; website:www.oecd.org/dac/indicators/htm/backgrd.htm

(1) primary education is readily available and of good quality for all,

(2) secondary education, in the lower years first and eventually in all years, soon follows suit, and

(3) early childhood needs are starting to be met, given the growing evidence of the importance of children's earliest years for their future well-being. Countries that have not yet fully achieved these essentials will need to give high priority to doing so as soon as possible. Countries that are well advanced will need to continue moving forward.

Thirdly, opportunities to learn more advanced skills need to be strengthened as well. Improvements in upper secondary and tertiary (i.e. vocational, technical and higher education) must move forward along with progress on basic education. Deferring the acquisition of advanced skills by part of the population until the foundation skills are universally acquired does not make sense if countries are to succeed amidst the global changes now taking place and given the long lead times for generating a strong outflow of competent graduates. Nevertheless, basic education should remain a policy priority even when greater attention is paid to tertiary education.

Finally, the trends in public/private roles will offer new options for stimulating more and better education at a more affordable cost. The choices that countries face will include such issues as

(1) devolution of school control to parents and communities,

(2) policies regarding private schools (including those run by religious organizations, NGOs, and employers),

(3) student loans and tuition levels for tertiary education, and

(4) the degree of choice that families have among different educational alternatives.

Countries that ignore these issues, or choose wrongly for their particular needs and circumstances, will penalize themselves needlessly.

Education Today: Progress Achieved, Progress Needed

As the world has been changing, so also has education. Enormous progress has been achieved in some areas, particularly access. The proportion of school-age children who go to school is, as noted earlier, significantly higher than ever before - at all levels, from early childhood to university. Three-quarters of all children in developing countries now attend school, compared to just half 30 years ago.

But much more progress is still needed. Serious problems persist. Access has actually faltered or declined in some regions, especially in Africa, where the share of primary age children enrolled in school has dropped over the past decade by nearly 10 percentage points. (Although more children are enrolled than ten years ago, population growth has increased faster than enrollment.) Many education systems are inequitable, too: certain groups, especially females, minorities, and rural populations do not have the same opportunities to obtain an education as others. Instruction and learning are frequently of low quality, as shown by poor achievement test scores and lack of willingness by employers to hire graduates.

Attacking these problems with yesterday's education strategies will not succeed. Starting about 30 years ago, much emphasis was placed on the provision of school buildings. More recently, the emphasis has shifted to expanding access by finding ways to get more children into the school buildings. While these approaches have been beneficial, it has become clear that in the years ahead we must focus more on quality i.e., having children acquire relevant knowledge and skills while they are at school. To that end, the analysis of education in developing countries today suggests that all countries, as they set their strategic priorities, will need to:

- Improve access to relevant learning opportunities. Not just access to school, but access to learning. Not just learning but relevant learning. And that requires changes in the environments in which learning occurs, such that there are observable improvements in learning outcomes.
- Use education resources more efficiently and equitably i.e., wisely and fairly in the allocation of budgets and more generally in the deployment of all financial and non-financial resources, existing and additional.
- Build stronger institutional capacity - so that countries will be better able to continue setting and achieving their own objectives in their own way. This principle has to be applied at all levels - national and local, governmental and other-than-governmental.

Partnering: A World of Opportunities

Making progress in implementing sound education strategies, and thereby expanding the quantity and raising the quality of education, requires strong, productive partnerships. The job of strengthening education is too big for solitary efforts, and too important to be left to any one perspective only.

A large number of groups have important roles to play, including students, parents, families, communities, local and non-governmental organizations, labor unions, the various levels of government institutions, many forms of private and public/private ventures, and numerous international organizations. The benefits from partnerships derive in no small part from the potential synergies of pooling together different capabilities, creatively sharing the comparative advantages of diverse entities.

The implications for the World Bank are two-fold. First, the World Bank's education work will need to rely even more on partnerships in the years ahead than it does currently. Second, the World Bank will need to understand, nurture, and apply its own areas of comparative advantage carefully.

The World Bank's Role Thus Far: Learning by Doing

The World Bank's lending and non-lending support for education has grown substantially over the years, with new commitments increasing from $150 million annually in the 1960s to over $1.5 billion a year in the 1990s on average, reaching a high of $3.1 billion in the 1998 fiscal year. This is an important share of external assistance for education in the developing world: since 1990, one of every three dollars in external aid committed to education has come from the World Bank. Disbursements, which smooth out year-to-year fluctuations, have also risen during the 1990s, and can be expected to continue growing.

The focus and content of World Bank assistance have changed greatly in recent years. Primary education has grown to take the largest percentage share of lending, about 40 percent of the total, while the share going to technical-vocational education has declined from nearly a third in the 1970s to less than 10 percent today. Recently, support for early child development has been increasing, starting from a low base.

"Software", e.g., support for curriculum reform, teacher training, and policy restructuring, has expanded, while funding for "hardware" e.g. buildings and equipment claims a shrinking share. Broader approaches, looking at the education sector as a whole and at system-wide policy issues such as government budget allocations, teacher employment conditions, and textbook design and production, have become more common.

Future trends in World Bank assistance for education will depend on the outcomes of collaborative work with client countries to identify and implement whatever are the strategically most important next steps for them, a vital part of the approach proposed here.

The collective picture emerging from these country-specific choices will reflect:

(1) the priorities that countries consider most urgent now, given the global changes and education issues discussed above, and

(2) decisions about overall World Bank country assistance strategies and resource constraints, that take into account education but go beyond the

education sector to consider opportunities for social and economic development and poverty reduction generally.

If education continues to receive growing support within country assistance strategies, consistent with the budget envelopes implied by the World Bank's Strategic Compact, then the aggregate picture for education in the years ahead could include: continued strong emphasis on primary education, modestly increased efforts at some other levels (especially in early child development), and sharpened focus on system-wide issues.

Evaluating the work of the World Bank in education; assessing the effectiveness of World Bank-supported projects and policy analysis, and reviewing the quality of the World Bank's own contribution to these efforts is of vital importance, especially in the period ahead. The job of improving quality is never done. Recent evaluations by our quality assurance people have usefully pointed out areas requiring action and suggested helpful remedies. So have insights from other external and internal groups, including the feedback from consultations which have taken place in the process of preparing our Education Sector Strategy. Taken together, these assessments suggest that the World Bank's education projects have performed somewhat better than the average for all other sectors on outcome and sustainability ratings, but have performed rather poorly on institutional development.

To enhance quality and thus effectiveness, the World Bank's future education assistance to developing countries must:

- Ensure client focus. This means developing operations that respond to the local needs of clients and facilitates their participation as full partners in design and implementation.
- Get the balance right between comprehensiveness and selectivity. This means taking a comprehensive view when assessing a country's needs and developing sector-wide solutions, but being selective when defining the specific actions the World Bank will support.
- Concentrate on development impact. World Bank operations must do better at looking beyond inputs and process effects to development impact, measured in higher quality, increased efficiency, better equity, and greater accountability.
- Stress cost-effectiveness. Make sure that scarce development resources are spent wisely by improving organizational coordination and reducing unnecessary bureaucratic processes and administrative costs, and by making difficult choices among competing needs;
- Promote knowledge management, creation, and transfer among all involved, so as to enhance understanding and experience in the sector. Encourage local capacity development.

- Utilize project support and the Economic Development Institute to create local partners with stronger planning, evaluation, and administrative skills.
- Support partnerships. Capture the benefits of effective partnerships to maximize impact.

The World Bank's Role in the Years Ahead: Focus and Commitment

The World Bank's activities in education, as in other fields, are shaped partly by the broad priorities it sets (e.g.targeting girls in education to improve equity and attain economic and social benefits and enabling education to contribute to economic growth and poverty reduction in the world's poorest countries) and partly by the inherently country-specific nature of its work.

Three categories of actions need to be specified: policy actions at the World Bank-wide level, aimed at identifying the broad priorities, policy and implementation actions at the country-specific level, and implementation actions at more aggregate levels that facilitate and complement country-specific work.

The strategic priorities for World Bank support will vary considerably from country to country, depending on national characteristics including the state of education today and local preferences. In some countries, for example in parts of Africa, the thrust may be on primary education. In others, including large parts of Latin America and East Asia, the emphasis may be on secondary schooling or science and technology training.

While the content of World Bank education strategies will be different in each country, a standard checklist of issues and questions has been developed to help World Bank education staff, their national counterparts, partners, and others, assess and converse about options and their pros and cons.

A set of actions are required to ensure that the World Bank plays its part as effectively as possible. First, the education sector will continue to develop its knowledge generation and sharing capacity. Education has been one of the pioneers in the World Bank in this area. Many staff, clients, and partners have contributed to the knowledge system, and many more are consumers: the education advisory service, our international help desk, alone responds to about 2,500 queries annually. But more needs to be done in this area, to make it easier for World Bank staff to participate in the 'knowledge culture' and to give them adequate incentives to do so.

Second, the World Bank's education sector will do more to make its processes and products more cost-effective. Special emphasis will be given to elaborating country education sector strategies in consultation with local stakeholders, in order to focus education programs better and make a stronger contribution to overall country assistance strategies. More resources will be devoted to other non-lending services, including the preparation of sector studies and policy advice, as well as the provision of information for countries passing through the transition from IDA to IBRD lending. Education staff will also continue to exploit the widening array of World Bank lending instruments, including LILs, APLs, and sector adjustment loans.

Third, the education family will do more to raise the professional excellence of the more than 250 staff currently working in the sector in the World Bank. Recruitment must focus on areas of current skill shortage and expected increased demand, such as expertise in policy analysis, implementing education system reforms, successful classroom processes, life-long learning approaches, teacher training and education system evaluation. Training will be expanded further, in line with the priorities of the sector. Successful approaches to deploying World Bank education professionals in the field, through regional hubs and other arrangements, will be extended more widely, so that World Bank staff are in touch with the day-to-day needs of their clients. Staff based in field offices will have better access to the training and information they need.

The World Bank's education family is fully committed to implementing this sector strategy, with the wider endorsement of other managers and of the shareholders. To do so will require a combination of effective leadership, top notch professionalism, strong partnerships with groups such as you, and above all, deep interaction with developing country clients. There is no time to lose. The minds and lives of over three billion people, today's poor, hang in the balance.

John J. Sweeney

PRESIDENT

AFL-CIO

It gives me great pleasure, brothers and sisters, to welcome you to Washington on behalf of America's working families and our union movement.

Here in the United States and around the world, workers and their families have a very special and historic commitment to education, for it is through your work that our children learn not only how to make a living, but how to help us make a better world.

And our unions have a special commitment not only because we represent teachers and educators as union members, but because it is through your teaching and your leadership that our communities and our countries advance the struggles against poverty, child labor, inequality, discrimination and intolerance.

This year, we are especially mindful of our commitment to education as we celebrate the 50th anniversary of the United Nations Declaration of Human Rights and the ILO's Convention 87 principles which enshrine the rights of all workers to join unions to better themselves and the rights of all citizens to freely associate, assemble and speak out.

As teachers and as trade unionists, you are the primary guardians of these rights and freedoms and we thank you for the work you do daily to ensure their extension to all people in all lands.

It is a cruel irony, of course, that as we celebrate, educators the world over are suffering increased attacks and abuse from physical assaults on the job to politically motivated onslaughts against teacher's unions and public education.

I know that at this World Congress, you will succeed in finding new and effective ways to confront these attacks and I assure you that the entire labor movement in the United States and around the world stands ready to help you implement those solutions.

In the ends we will win the respect you deserve because respect is most often the offspring of strength, and strength is always the child of solidarity.

Thank you and again, welcome.

Kofi A. Annan

Secretary General, United Nations

Message to the World Congress

Distinguished Delegates,

It gives me great pleasure to greet you on the occasion of your second World Congress. There can be no higher responsibility than that of the 23 million members, in 149 countries, whom you represent. On you and your profession depends the ability of the coming generation to confront the breath-taking challenges that face humanity in the first century of a new millenium.

As we in the United Nations struggle to coordinate the response of the present generation to such problems as the depletion of natural resources, the spread of non-conventional weapons, trafficking in narcotics and irregular migrants, or the poverty and malnutrition which are still the lot of many millions of human beings, we are acutely aware that the success of all our efforts depends on those yet unborn or now growing to maturity. If they grow up imbued with a spirit of courage and international cooperation, there is hope. If they are left victim to ignorance, despair and prejudice, the future will be bleak indeed.

I therefore greatly welcome the fact that you are gathered together to learn from and encourage each other, and wish you every success in your deliberations.

Eadie Shanker

WIDOW OF AL SHANKER

EDUCATION INTERNATIONAL FOUNDING PRESIDENT

I want to thank you, first of all, for the honor you've bestowed upon Al, naming EI's internationally prestigious education award in his memory. Second, I want you to know how grateful I am to you for inviting me to attend. This gives me the opportunity to greet Fred and Mary and our other friends from around the world, as well as to personally congratulate our colleague from India, Dr. Shantha Sinha, the first recipient of the Albert Shanker International Education Award, in recognition of her incredible work in making possible a better future through education for thousands of children through the M. Venkatarangaiya Foundation.

At the time of the founding Congress of Education International, Al addressed you by celebrating the remarkable fact of the merger between IFFTU and WCOTP, the consequent end of their legendary rivalry and the beginning of a new, powerful and forward-looking organization.

His vision for EI was so clear and his words portrayed what he saw so well, that I believe they bear repeating in part tonight. Ever the teacher, Al reminded us that we can best achieve our objectives through unity of organization and purpose. Among the things he said, and I quote, "There is one great gift that workers can give their children and that is good education." Furthermore, he noted that, as educators and unionists with complementary ideals and missions, you know that the requisite conditions for democracy - freedom and good education for working people and children, can be achieved throughout the world. Those conditions, he emphasized, are rooted in democracy and they endow us with "the freedom to think and to teach children how to think, rather than what to think."

He expressed his belief that through political action with our sister and brother unionists, at local, national and international levels, we can work toward the elimination of poverty and for good education, true freedom and democracy. His message to all teachers and education workers was that like everyone else, we as professionals have the right to fight -to fight for decent working conditions and salaries as well as for the improvement of our schools and our teaching practices. His clarion call to educators everywhere was that our unity with trade unionists and the determination of our organization, are weapons in the many battles we will face as we presently work together against those who would destroy public education through privatization.

And finally in Al's great spirit of camaraderie and optimism, he concluded, and I quote: "We are a new organization, an idea. We are a hope. And I have no doubt about the future of this organization. It will be great and I am proud to be your founding president." I know he would also have been proud to be associated with the stellar work of the recipients of EI's International Education Award and Trade Union and Human Rights Award. Combined they represent what our organization is about. Certainly, he would have been proud of our increasing number of member organizations and our staggering number of members -a growth that is impressive for a fledgling organization and for which we congratulate our leaders, Mary and Fred and the EI staff, who have achieved so much in that regard in so short a time.

The challenge, however, as we learned so well from Al Shanker's work, is for EI to continue to use those numbers and the solidarity, the unity and the determination they represent, to stand against those who would be satisfied with less than good education for our children; against those who are complacent about conditions of poverty that rob our children of their intellectual development and their future options; against those who are submissive to regimes that deny their citizens the dignity of individual freedom inherent in democracies.

So while member organizations are at the front line of the struggle to achieve these goals through strikes and negotiations at the local level, and through political action and policy changes at the regional and national levels, it is at the international level that EI is poised to mature as a powerful moral and political force in the new millennium to advance the conditions and change we all so ardently desire and advocate.

Shantha Sinha

MAMIDIPUDI VEKATARANGAIYA FOUNDATION (INDIA)

ALBERT SHANKER INTERNATIONAL EDUCATION AWARD RECIPIENT

It is with great pleasure and a sense of humility that I accept this award here today amidst all of you. More than a decade ago, when we embarked upon what we thought of as a relatively well understood and socially acceptable task of withdrawing children from work, most of us in the MVF did not realise the immensity of the task ahead of us.

Few, if any, anticipated that the work that we had set ourselves held any significance to anyone beyond the couple of villages with which we were associated. Even the problems that we were grappling with, the unique social structure dominated by a complex caste structure, age-old feudal agrarian relationships, and a high incidence of poverty all seemed to indicate a situation demanding specific rather than general remedies.

That a problem of this nature would hold any interest to anyone beyond our limited area of operation was something that we never expected. And, yet, as we progressed from stage to stage and explored all the various dimensions of the intricate linkages between child labour and education, we found more and more that we were in fact dealing with a situation which is of a more general nature than we ever thought. More than anything else it is this aspect which dominates my thoughts as I stand here before you, many of whom work in very different circumstances but all with the single objective of ensuring that every child has access to quality education through schools.

Schools are extremely critical institutions for a variety of reasons. But perhaps the most important reason is the fact that in most countries it is the only institution that caters exclusively to children. It is for this reason that as we proceeded with our work on child labour we found that schools inevitably became a part of the program. In fact we found that the only alternative to sending a child to work was to send him to school. The program of withdrawing of a child from work therefore also became a program to ensure that he goes to school and stays there.

Once this stage was reached it became necessary to examine the role that schools were playing, and would need to play in future, in the social and economic processes that shaped a child's life and indeed the community as a whole. Early on it became obvious to us that this had to be a two-way process.

Unless the community involved itself in the development of the schools, there was little scope for the schools to play the kind of role they should. On the other hand, it was also essential for the school itself to integrate itself into the community and not remain aloof from it. It is this aspect that made it inevitable for us to turn to public, state-run schools which provided much greater scope for setting up such an interactive process. In many other countries too it has been seen that where there is a need to establish a link between the school and the society, and where it is necessary for the school to extend its boundaries beyond the four walls of the school building, public schools play a vital role. Despite all their other advantages, private schools can at best play a fringe role when it comes to influencing society's behaviour at a macro level.

State run schools are also crucially important in that they ultimately reflect the State policy on education and give an indication of the commitment of the State to achieving its social objectives. While this is particularly significant in a country like India which has the dubious distinction of having the largest number of working as well as illiterate children anywhere in the world, experience in most other countries has also shown that a pro-active State policy is absolutely essential for shaping the future of a child. Given all these factors it becomes important to ensure that public schools are developed into institutions, which set standards rather than remain as poorer versions catering mainly to those segments of the population who cannot afford to go to private institutions. It is in this aspect that the work of MVF draws on the example set by educationalists such as Albert Shanker and their uncompromising attitude towards quality education in public schools.

During the course of our work, we received enormous support from a wide variety of agencies and institutions. Of course, the most exciting aspect was the response we received from the children, their parents and the community. The role of the teachers in the state-run schools was another revelation. The kind of lead that they took once they grasped the fundamentals of the program was at once inspiring as well as illuminating. The same teachers who were reviled as being useless, uninterested and ineffective suddenly woke up to take the challenge. It is to these people that MVF owes much of its success.

The kind of encouragement that we received from funding agencies like HIVOS (Netherlands), CRY, ILO, UNDP and UNICEF as well as from the government both at the federal and the state level was enormous and the program owes much of its success to them.

Ultimately it was the AOB, (Netherlands), which really gave us an exposure to the larger context of the situation that we were working in. As I mentioned at the very beginning, it was only much later that we really became aware of the true dimension of the problem we were dealing with and to the AOB we owe a great deal for guiding us in this regard.

Above all, I would like to thank Education International for this award which has given all of us in the MVF a high level of confidence, a sense of satisfaction that we are on the right path and not alone in the work that we have set out for ourselves.

Bill Clinton

PRESIDENT OF UNITED STATES OF AMERICA

Thank you. First of all, let me thank my longtime friend, Mary Hatwood Futrell, for that wonderful introduction, and thank you for your warm welcome. I thank the leaders of our education organizations, Bob Chase and Sandy Feldman, for their work, and welcome all of the members of EI here to the United States. I am delighted to join in your Second Congress on your final day in Washington. I hope you've had a successful meeting; even more, I hope you will be going home with new energy for your lifetime commitment to your children and the future of your nations.

It is always an honor for me to meet with educators. As President, I have had the privilege of visiting schools around our nation and around the world. And wherever I have been, whether in a small village in Uganda or a poor neighborhood in Rio de Janeiro, a town in California or an inner-city school in Chicago or Philadelphia, I always meet teachers whose dedication to their students is nothing short of heroic - men and women for whom kindling the spark of possibility in every child, from that once-in-a-lifetime mathematics prodigy to a young girl who dreams of being the very first in her family just to finish school and go on to college.

For those people, teaching is not a job, but a mission. I know that, for you, it is such a mission. So let me thank you and your 23 million colleagues across the world for making the education of our world's children your life's work.

We are living in an era of unprecedented hope and possibility, but profound challenge. A technological revolution is sweeping across the globe. It is changing the way we live and work and relate to each other. It is binding our economies closer together, whether we like it or not. It is making our world smaller. Today, 100 million people are logging onto the Internet. In just three years, that number will be about 700 million.

With all these changes come new challenges. We know that new democracies must be very carefully tended if they are to take root and thrive. We know that with technology advancing at rapid speed, the best jobs and the best opportunities will be available only to those with the knowledge to take advantage of them. We know that if we do not take action, dangerous opportunity gaps between those people and those nations who have these skills and those who do not have them will grow and deepen.

The best way, therefore, to strengthen democracy, to strengthen our nation, to make the most of the possibilities, and to do the best job of meeting the challenges of the 21st century is to guarantee universal, excellent education for every child on our planet.

Where once we focused our development efforts on the construction of factories and power plants, today we must invest more in the power of the human mind, in the potential of every single one of our children. A world-class education for all children is essential to combatting the fear, the ignorance, the prejudice that undermine freedom all across the globe today in the form of ethnic, religious and racial hatreds. It is essential to creating a worldwide middle class. It is essential to global prosperity. It is essential to fulfilling the most basic needs of the human body and the human spirit. That is why the 21st century must be the century of education and the century of the teacher.

As Mary said, throughout my career first as the governor of one of our states and now as President, I have worked to make education my top priority. Today I want to share with you what we are doing to provide every American at every stage in life with a world-class education. And I want to recommit the United States to working with other nations to advance education as our common cause.

We are working very hard with nations all across the world through our AID programs - our Agency for International Development - and in other ways. At the recent Summit of the Americas in Santiago, Chile, we reaffirmed the commitment of the Americas to work in common on the training of teachers and the development and dissemination of not only technology, but educational software, so that we could learn more everywhere we live, so that children in small villages in South America could have access to things which today are only dreams.

When I was in Africa, I reaffirmed the focus of many of our aid programs to be on education. We announced in South Africa a project with our Discovery Channel to try to bring technology and the benefits of it to small African villages. We are working in Bosnia and Croatia to help the students there learn about democracy so that they can preserve what so many have given so much to create - a real sustainable peace in a multi-ethnic democracy.

All across the world, America has an interest in seeing education improve. One-third of the adults in the world are illiterate today, two-thirds of them live in the poorest countries. We are doing better. The literacy rate was only 43 percent in 1970. The percentage of our children going to school in 1970 across the world was only 48 percent. Today, it's 77 percent, at least in the primary school years.

And something that's very important to my wife and to me, in 1970, only 38 percent of all school children were girls. Today the percentage is 68 percent - all girls in school. But think about it, that means 32 percent of the girls who should be in school are not. And I still visit countries where basic primary education for girls is still a dream in some places. That must not be. If we want to see these societies elevated, if we want to see the economies grow, if we want to see families made whole and able to plan their futures, we must educate all our children, the boys and the girls alike.

Here in America, we have recognized the increasing importance of a college education to our position in the global economy. In our last census, it became clear that young people who had less than two years of post high-school education were likely to get jobs where their incomes never grew, and were far more likely to become unemployed.

And so we have done everything we can to open the doors of college to all Americans who will work for it. We have made the first two years of college virtually free, with a tax credit we call the Hope Scholarship. Through expanded, low-cost student loans and more student work positions, through tax credit and deductions for all college, post-graduate and continuing education work by older workers, through giving our young people the opportunity to earn scholarship money by doing community service, we are making all forms of higher education more affordable to all kinds of Americans.

Second, we are working to establish high national standards to ensure that our children, from the earliest years, master the basics. Many of your countries already have national standards. Because in America we have a history of education being the responsibility of state governments and being within the span of control of local school boards, we don't have such national standards.

I believe in a global economy. Every nation should have national standards that meet international norms. I believe that so many students from around the world did better than their American counterparts in the Third International Math and Science Study because their country had set high standards, challenged their students to master rigorous and advanced materials, and used national tests to make sure that they did. I want to do the same in America, beginning with high standards in 4th grade reading and 8th grade mathematics, to give teachers and parents the tools they need to secure our children's future.

Third, we know that good teachers are the key to good schools. We are working to reward the most innovative and successful teachers in our classrooms; to help those who fail to perform to move on or improve; and to recruit more of our best and brightest to enter the teaching profession, especially in areas where there are a lot of poor children in desperate need of more help.

Fourth, we are working to create better learning environments by modernizing our schools and reducing class size, especially in the early grades, where research has shown it makes a positive and permanent difference in learning in our country.

Fifth, we are working hard to prepare our children for the demands of the Information Age by connecting every classroom and library to the Internet by the year 2000 and by training teachers in these new technologies.

Sixth, we are working to deal with one of America's most painful problems: the presence of violence in our schools. We have a zero-tolerance policy for guns in our schools. Later this year, we will be having our first ever conference - White House Conference in Washington on school safety. I hope and pray this is not a problem in any of the countries here represented, but if it is, we would be glad to have your ideas and to share ours with you. Teaching cannot succeed and learning cannot occur unless classrooms are safe, disciplined and drug-free. And we are working on it and we welcome your support and help.

Next, we are working to end one of the most harmful practices of a public school system that is too often overwhelmed by the challenges it faces and the lack of resources to meet them - the so-called practice of social promotion, where children are passed from grade to grade, even when they don't learn the material first. But we believe that along with ending the practice we must follow the examples set in our city of Chicago, where there is extra help for the children after school and in the summer, so that we don't just identify children as failures, but instead say, we're going to give you more help until you succeed. I think that is profoundly important.

Finally, we are working to establish mentoring programs for children in our poorest and most under-served areas, along with guarantees of access to college that they get in their middle school years if they continue to learn and perform, so that when these children are 11 or 12 or 13 they can be told, if you stay in school and learn and you want to go on to a college or university, we can tell you right now you will have the help you need to do it. I think it is a powerful incentive, and in areas where children have been so used to being ignored for so long and feel that they will always be trapped in poverty, I think it is profoundly important.

Today, there is a vigorous debate going on in our Congress over the nature and extent of our responsibilities as a nation to our children's education. There are some in the other party who don't see eye to eye with me on what we should be doing for our public schools. Even as we recognize the importance of raising academics, challenges, standards and challenging our students to meet them, there are those who would actually prohibit the development of national tests for our schools, even if it's voluntary to participate.

Even as more studies confirm what we have already suspected about the importance of early child development, some would deny Head Start opportunities to as many as 25,000 of our disadvantaged children. Even as the greatest number of children since the baby boom are enrolling in our schools, some would weaken our efforts to recruit new, highly qualified teachers. Even as hundreds of thousands of high-paying, high-tech jobs all across America go begging for workers, some would cut our investments in education technology and technology training for teachers. Even as the evidence is overwhelming that smaller classes - especially in areas where children have difficulties learning, can make a permanent, positive difference in what children learn and what they continue to learn throughout their lifetime in the early grades, there are those who say we have no business investing national tax dollars in such endeavors.

Believe it or not, there are even some who are trying to kill one of our most successful efforts to provide on-the-job training to our young people and to give them something positive to do and ensure that they stay out of trouble in their free time. For a generation in our country, legislators from both our major political parties have supported the Summer Jobs program that has helped millions of our most disadvantaged young people appreciate the responsibility of a regular job and the reward of a regular paycheck.

Eliminating summer jobs would mock the very values we Americans cherish most: hard work, responsibility, opportunity. If we truly believe in these things then we should help to expose all our young people, especially those who need it, to the world of work. If we insist upon responsibility from all our people, then those of us in power must take responsibility for giving our teenagers the jobs that will help them succeed in the future and keep them on a good path today.

If we believe in opportunity for all, then we must not deny our young people this vital springboard to opportunity. I say this to point out to all of you that if you don't get your way on education every day in your own countries, don't be surprised if we don't get to do everything we want to do either. What seems so self-evident to you and me is still not entirely clear to all decision makers. But I want to encourage you to keep up the fight.

In all my visits at home and abroad, I have found out that you can learn a lot about a country's future by visiting its public schools. Does every child - boy and girl, rich and poor - have the same opportunity to learn? Are they engaged by patient, well-trained and inspiring teachers? Do they have access to the materials they need to learn? Are they learning what they need to know to succeed in the country they will live in and in the future that they will create? Do they have opportunities to go on to university if they do well and deserve the chance to do so? Are the schools themselves safe, positive, good places to learn?

We have to build a future together where the answer to all these questions is "yes" in every community, in every nation. I believe we can build a future where every child in every corner of the world, because of the explosion of technology and because of the dedication of teachers, will have the skills, the opportunity, the education to fulfill his or her God-given potential.

I know this will happen if teachers lead the way. I know that there will be political fights to be fought and won. I know one of your honorees at this conference is being honored for taking huge numbers of children out of bondage and putting them back in school. Some people still view children as little more than a material asset. They are us as children, and they are our future and the future of the world.

When he came to the White House to be honored as our National Teacher of the Year, Philip Bigler said, "To be a teacher is to be forever an optimist." I ask you not only to be vigorous in the classroom, but vigorous as citizens. You must not stop until every political leader with any political influence, in any political party, in any nation knows that this is something that has to be lifted above political partisanship. This is something that ought to be beyond all debate.

If you understand how the world is going to work tomorrow and you have any concern about the integrity and the richness of the human spirit in every child, then all of us must join hands to help you succeed in giving all those children the tomorrows they deserve.

Thank you, and God bless you.

Resolutions from the Second World Congress of Education International

Global Campaign to Defend and Enhance Public Education

> *....education...one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.*
>
> Jacques Delors 1996

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. Children's rights are a collective responsibility and public education sits at the heart of democratic public policy.
2. Many Governments throughout the world have retreated from the universal provision of free public education in spite of being signatories to the UN Declaration of Human Rights and/or the Convention on the Rights of the Child.
3. Education is a right, which should be guaranteed by the State within the framework of a public service and not be subjected to the laws of the market.
4. Public education contributes to the reduction of inequality, supports social cohesion and national progress.
5. A neo-liberal economic policy that dictates privatisation or semi-privatisation of education and reduces the State's financial investments in public education marginalises children and adults living in poverty and reduces the quality of public education.
6. Education is the responsibility of the State and it is the State's duty to define the goals and objectives of education systems and to fully fund them.
7. The priority campaign for Educational International and its member organisations is the defence and enhancement of public education.

Recalls that:

8. In September 1990, a great promise was made to the children of the 1990s by 71 Presidents and Prime Ministers who came together for the

First World Summit for Children. They committed their countries to make available the resources to end infant mortality and malnutrition as well as to provide protection for the normal physical and mental development of all the world's children.

9. Again in 1990, Governments came together at the World Conference, *Education For All*, in Jomtien, Thailand, organised by the World Bank, the UNDP, the UNESCO and the UNICEF. They acknowledged the central role of education and adopted a charter of commitments designed to turn the aspirations of the title into a global reality.

Notes that:

10. As the decade draws to a close, UNICEF claims that "the new ethic for children is still elusive". Such an ethic demands that children be the first to benefit from humanity's successes and the last to suffer from its failures. Furthermore, it carries with it the recognition that the way a society protects and cares for its children is a measure of its civilisation, the best test of its humanity and of its commitment to the future.

11. Children have been the first to pay the costs of structural adjustment policies in developing countries and of budgetary restrictions or privatisation in industrialised countries.

12. UNESCO's International Commission on Education for the 21st Century calls for all Governments to invest a minimum of 6 per cent of GNP on education.

13. The Director General of UNESCO, at the 1997 General Session, called for developing countries to set aside 4 per cent of military expenditure for education and housing.

14. In the 21st century, knowledge will emerge as the essential development strategy of all societies. In order for humanity to survive, human development - especially education - must be a focal point for nation-building policies and a central requirement is that the individual obtain the training necessary for one's entire life.

Recognises that:

15. Only public education provides all children with a sound foundation for life-long learning by granting both sexes equal access to early childhood services and schools, irrespective of the economic, social and cultural background of their parents, and thus contributes to equal opportunity for all.

16. Educating all children in public schools, without segregation, is a positive social factor which contributes to the diversity of the learning

environment, promotes respect for and understanding of others, and contributes to the reduction of social, racial and cultural prejudices among young people. In countries where there is an immigrant population, it is particularly important to encourage intercultural education. The immigrants' culture and mother tongue should be respected, while the host culture and language are promoted.

17. Diversity in the political, social and cultural backgrounds of teachers in public schools guarantees respect for freedom of thought, thereby encouraging young people to be open-minded and enabling them to develop democratic and tolerant forms of behaviour in the society in which they live.

Reaffirms that:

18. Public education is still a key instrument of social liberation, peace, progress and justice;

19. Every child has to be able to learn and that student achievements must be based on the rights and merits of each person and not on the financial capacity of families;

20. Improvements in quality education and standards are central to the aspirations of the teaching profession and, therefore, on the basis of the new challenges with which education systems and the teaching profession are faced today, EI and its member organisations will continue to advance proposals for the quality and efficiency of education systems.

21. Rapid technological innovation requires teachers to engage in education reforms to maximise effective use of information technology in learning environments;

22. The profession is willing to be a partner in a framework of consultations and negotiations in a process of education reform which ensures that public education is effective and efficient but rejects unfounded criticism and market driven reforms sought by the corporate sector, politicians or others with a vested interest in privatisation;

23. EI and its member organisations will oppose all forms of privatisation including vouchers;

24. EI and its member organisations are willing to work with parents, students, the business world, organised labour and media who have genuine commitment or valid criticisms about the capacity of education programs to provide students with every opportunity to face the uncertainty of the future.

Opposes:

25. Those sections of the corporate sector that advocate the privatisation of public services, including public education, in order to generate profit for themselves.

26. The leadership of those nations who will not take responsibility for quality public education for all children. As a result, more and more non-governmental organisations (NGOs) are being entrusted in developing countries with the responsibility of setting up networks of primary schools, recruiting teachers and paying them in conditions that are much less favourable than those granted their colleagues in the public service.

27. The establishment of virtual schools and universities, being developed with the new information technology, which are private, unregulated institutions, orientated towards specific training courses related to the interests of the investors and without any real quality controls.

28. Policies of international financial institutions that do not recognise that the low levels of national budgets in many developing countries, even where they spend 6% of their GNP on education, do not allow the deployment of sufficient financial resources, nor the ability to repay loans, even at reduced rates of interest.

29. Narrow national and international comparative assessment mechanisms that have the potential to be used as just another tool to undermine public education rather than contributing to the growth of quality systems. Conducting assessment in order to produce a ranking of schools and other education settings rather than to support student learning is an unacceptable use of scarce educational resources. Furthermore, the failure to identify and take into account multiple variables such as socio-economic status, language, curriculum experience or other differences makes such studies biased and irrelevant to the quality of teaching and learning.

Endorses:

30. An international campaign to defend and enhance free universal public education at all levels.

31. A call for governments to:

    - Formulate policies to improve the working conditions of teachers so as to attract the best talent to the teaching profession in order to extend quality education for children.

- Establish in-service training systems to enable teachers to continue to be equipped with the most advanced educational skills in order to enhance their professional quality.
- Develop systems to enable children who have dropped out of school, to return to school to resume their education at any time.
- Improve school facilities to ensure the broadest range of educational activities.

32. The development of quality indicators or benchmarks to enable member organisations to monitor investment levels, human resource policies including initial professional training, employment, remuneration of personnel, in-service education, the democratic participation in and management of educational institutions, along with educational guarantees for students.

33. The development by the Executive Board of an integrated international strategy that:

    - **encourages** member organisations to carry out activities to promote a quality public education;
    - **builds** alliances, at the international and regional level, with trade union organisations, parent and student organisations, the media and non-governmental organisations with a view to setting up partnerships that promote quality public education;
    - **promotes** education reforms which improve the quality of education and reinforce the credibility of public education systems;
    - **develops** international solidarity in opposition to all forms of privatisation, including vouchers;
    - **influences** the development of education policy at the national and international levels;
    - **obtains** a commitment from all governments to a minimum investment of 6% of GNP on education, as recommended in the Delors report; and
    - **establishes** an international network of recognised celebrities who support public education.

34. Work by the secretariat to:

    - reinforce the credibility of the public education system, in such a way that the trade union movement is the primary actor in defending the improvement of the quality of teaching in close dialogue and partnership with the education community and other social agencies;

- promote EI and its member organisations' participation in political and economic fora at the international and national levels in order to bring as much influence as possible to bear on education policies;
- encourage NGOs engaged in the provision of education and training, to adopt policies and negotiate agreements with governments, which provide for the transition of such educational provision into public governance;
- campaign for governments to fulfil their responsibility to ensure that public services replace those NGOs currently operating in the place of States. Education is a right which no charitable act can replace;
- advocate for a debt reduction strategy to be implemented by the international financial institutions in the poorest nations and urge these bodies to end destructive adjustment policies, in order to arrest the decline of public services such as education;
- hold discussions with intergovernmental organisations like UNESCO and the ILO to inform them of the reasons behind our international campaign to promote quality public education, and, where we have common interests, to develop partnerships in pursuit of free universal public education at all levels; and work with the OECD and World Bank in order to assert the interests of young people and education personnel;
- prepare a discussion paper on options for funding public education, new and emerging governance structures and quality education reforms, including the implementation of life-long learning.

Rich people know that they can pass on money to their children, they can pass on land, they can pass on titles, but there is one great gift that workers can give to their children and that is good education. That is the basis for the hope that the children will live better lives, be able to move to a job, to a position within their countries and within their societies that is different and better than the one they enjoy.

Albert Shanker

Founding President, Education International

Stockholm, Sweden, 26 January 1993

The World Economy and Education

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Notes** that the economy is caught up in the process of globalisation at the level of the sites of production and of the markets. This is accompanied by aggressiveness on the part of the business world and Governments have either been co-opted or become "laissez-faire" in their approach. Relocations of enterprises that arise from this process often dramatically disrupt the labour market and the situation of workers;

2. **Notes** that these relocations are increasingly accompanied by a reduction of social guarantees for workers and their families. Government policies of fiscal exemption for these enterprises reduce the revenue of the governments that are responsible for the provision of basic social services;

3. **Notes** that this globalisation is based on neo-liberal economic principles that aim to reduce to a minimum the role of government and the public sector, particularly in the fields of education and health. They promote values of excessive competition between individuals in which the immediate profit of a few becomes the rule, while the general well-being of the majority becomes the exception;

4. **Notes** that governments that have adopted the neo-liberal model with highly internationalised economies wish to obtain a suspension of all customs tariffs to enable them to gain access to every market along with total freedom to invest in every country and in every sector, including the sectors that were traditionally the preserve of the public services. The consequence is a significant increase in privatisation, including within the education sector;

5. **Notes** that this globalisation of the economy is generally accompanied by a profound transformation of the nature and content of employment. While transnational corporations locate low-skill work with cheap labour in poorer countries, in the OECD countries and in those which have undergone spectacular development during the last few years, the economy is increasingly more sophisticated. The use of new technology, that is constantly being updated, is leading to a demand for new forms of general and professional training for young people if they want to enter this labour market without too many difficulties.

The Second World Congress of Education International:

6. **Considers** that the economy has interests and education has objectives which should be reconciled: the economy needs human resources that are increasingly better trained to meet the challenges of global economic competition, while education needs financial resources provided by economic growth through equitable systems of taxation. Such convergence would benefit education if the economy were to move away from the finance-driven logic of the marketplace focused on the search for ways of reducing the cost of work, on privatisation and on deregulation.

7. **Considers** that education also has the role of training human beings and citizens capable of participating in societies that are becoming increasingly complex and multicultural and of keeping alive the ideals of democracy, social justice, solidarity and peace. Education should therefore not be subjected to the interests of the economy alone;

8. **Considers** that the working environment must create favourable and learning conditions. In turn this will encourage positive attitudes from families, their children and society in general, to the role and importance of education. Employees who are happy and well-balanced in their everyday life are more likely to encourage behaviour of the same kind in their children in relation to education.

The Second World Congress of Education International:

9. **Recommends** to the Executive Board and to the Secretariat that they remain alert to changes in the globalisation of the economy and its consequences for employment in general. This is important for the future of young people. The link between the education sector and the economy drives changes in the nature and content of employment and the courses offered to young people. To protect a balance of general and vocational education it is important to influence to the greatest degree possible the policies of intergovernmental institutions like the World Bank, the OECD. It is also important to have the ILO play its role to the fullest extent.

10. **Recommends** that the Executive Board initiate an in-depth debate on scientific rationality and the new models of economic rationality. The debate on the building of knowledge, an issue which lies at the heart of teachers' work, is vital for educators' trade unions;

11. **Recommends** that the Executive Board develop education and research projects to stimulate debate on the unidirectional model, leading to social exclusion, which underlies the globalisation project currently underway and which ignores and destroys biological and cultural diversity.

12. **Recommends** that the Executive Board promote, through trade unions in different parts of the world, a new approach to the processes of regional integration. We must develop new approaches and strategies for Mercosur, NAFTA, the European Union, the Central American Market, the Organisation of African Unity and the various regional organisations in Asia.

13. **Recommends** to the Executive Board that, in order to protect and enhance free and universal public education and workers' rights, EI should monitor the impact on education of the Free Trade of the Americas Agreement (FTAA) and the agenda of the Asian-Pacific Economic Co-operation (APEC) and support affiliates to intervene in order influence these organisations.

14. **Recommends** that the Executive Board, in liaison with the ICFTU and the TUAC, focus attention on the negotiations currently taking place on the Multilateral Agreement on Investments (MAI) within the framework of the OECD. The MAI has already been discussed within the framework of the World Trade Organisation. It seeks absolute freedom for foreign investments in every sector of the economy, including education, health and culture, which re-opens the questions of social, educational and cultural policies of States, and thus poses a potential threat to public education. Corporate influence or control of education is anti-democratic and national governments must retain sovereign rights concerning the provision of public education. Until there are guarantees concerning labour and environmental standards and exceptions for public education, health, public services and culture, EI will continue to oppose this agreement and urge member organisations to participate in the global campaign of opposition.

15. **Recommends** that the Executive Board oppose, through strategically planned actions, WTO's plans which result in increased poverty, concentrate wealth in the hands of a minority, and prevent the emergence of genuine programs for health, education and scientific and technological development, geared to creating a more responsible and caring world.

16. **Recommends** that the Executive Board promote the creation of negotiating bodies in each country to enable trade unions to discuss the new framework which all these changes as a whole imply for working conditions and education.

17. **Recommends** to the Executive Board and to member organisations that they engage in constructive negotiations and/or partnerships at the international and national level with groups concerned with education and economic issues, in order to influence the nature of education reforms so

that they result in education systems that meet the new needs of individuals in societies that are undergoing profound change;

18. **Recommends** that member organisations, in liaison with the trade union centres/confederations of their respective countries, study the equity of national policies of taxation, and propose appropriate changes where necessary to these policies in order to obtain, as a first step, a minimal allocation of 6% of the Gross National Product (GNP) to education. A tax on global financial transactions should contribute to the target of at least 6 per cent of GNP allocated to education. The EI Secretariat should be kept informed of initiatives that have been taken in this area.

Partnership within Education

Preamble

The formal and mutually binding relations established between unions and employers or between unions, employers and government may be characterised as partnerships in the labour market. With regard to teaching and education, as well as all other matters relating to teachers as salary earners, the representative teacher organisation is the trade union movement's social partner. All democracies are based on strong and institutionalised social dialogue - and on the equally fundamental democratic principle that responsibilities lead to rights.

The principle of partnership is the key to a sustainable development of society. Only through a partnership in which all the parties involved have co-influence as well as co-responsibility, will it be possible to ensure stability and peace in the labour market which are the pre-requisites for sustainable development.

As teacher organisations, we are ready to accept co-responsibility, but only if the complementary right to influence is respected. This means involving, from the very beginning, teacher organisations in all processes leading up to new reforms or new legislation within the field of education. Dialogue too, is an essential pre-requisite for initiatives leading to improved quality in education.

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Convinced** that peace and stability in the labour market are based on respect for the fundamental principles of partnership, co-influence and co-responsibility, including the principle that responsibilities lead to rights. This implies that teacher organisations must be involved in all matters influencing the salary and working conditions of the members of the individual organisation.
2. **Calling** attention to the UNESCO/ILO Recommendation Concerning the Status of Teachers and the ILO's Conventions on trade union rights, we stress the importance of establishing binding partnerships between authorities and teacher organisations.
3. **Concerned** about the lack of influence of many teacher organisations on the working conditions of their members, we must strongly emphasise that involving teacher organisations in matters of teachers' salaries and

working conditions is a pre-requisite for implementing sustainable educational reforms.

4. **Calling upon** all social forces for co-operation and partnership within education, we urge governments, local authorities, employers and parents as well as pupils/students and teachers to jointly assume the responsibility for introducing the necessary reforms into the education systems.

5. **Convinced** that the pre-requisite for implementing sustainable educational reforms is for government and local authorities to involve, from the very beginning, the representative teacher organisation in all processes leading to new legislation within the field of education.

6. **Noting** the pronounced decentralisation within the educational sector in recent years, we emphasise the importance of establishing partnerships at all levels.

7. **Convinced** that national initiatives aiming at quality in education must be organised in dialogue with the social partners within the field of education. We stress the importance of dialogue as a pre-requisite for improving quality in education as well as a guarantee of the most appropriate use of resources.

8. **Recommends** that governmental development agencies involved in development projects within the education sector of Third World countries demand that the national teacher organisation of the individual developing country, in accordance with the common general objective of sustainability, be involved in the different phases of the development work, i.e. planning and implementation.

9. **Recommends** that EI, based on the principles of sustainability, social dimension and democratic rights, advocate to intergovernmental agencies, like UNESCO, UNICEF and the World Bank, the involvement of national teacher organisations, as stakeholders, in development educational projects.

The development of society in the new millennium requires massive educational efforts. The development of the knowledge-based society requires life-long education for all. Teachers are crucial to this development. The status of teachers must be raised, and governments, in co-operation with teacher organisations, must take the initiative to improve the conditions for teachers in order to implement the necessary reforms.

The Information Revolution and Education

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Notes** that the recent introduction of new information technologies in the majority of our societies has considerably modified every system of production, communication, management and learning, as the organisation of these same societies was equally modified by the introduction of printing in an earlier era and more recently by television;

2. **Notes** that despite the fact that information and computer technologies have reduced the number of jobs world-wide, the qualifications for more and more jobs, including those in the developing countries, demand knowledge of the new information technologies. Those who lack these credentials are the first casualties of unemployment and will be the victims of situations of exclusion in the future;

3. **Notes** that all political decision-makers make the use of these new information technologies by children and young people in the course of their studies within schools an important axis of their education policies;

4. **Notes** the emerging view that the new information technologies are a means of rapid and increasingly inexpensive access to a larger range of knowledge than the traditional education system allows;

5. **Notes** that many of the world's children (40%) are living in homes without electricity and do not have access to the new technologies;

6. **Notes** that certain private investors do not disguise their intentions, within the framework of the deregulation of policies on investment, to open virtual education enterprises which will be accessible through the Internet; these enterprises are offering training modules for payment, guaranteeing the issuing of certificates or diplomas as testimonials of the teaching received;

7. **Notes** that new information technologies, if they are used widely and effectively, can help to develop learning and teaching methods. This has significant implications for teacher education and for the need to provide on-going, high quality support to enhance teachers' technical and pedagogical skills;

8. **Notes** that the new information technologies open up new ways for individuals to learn independently of education institutions, which has profound implications for teaching, education systems and society.

The Second World Congress of Education International:

9. **Considers** that although new information technologies may facilitate professional and social life, break isolation, facilitate personal exchanges, and reduce the burden of work, they may also undermine social solidarity, community, full employment and democratic citizenship, and may de-professionalise teaching.

10. **Recognises** that the rapid and profound changes due to the new information technologies may arouse feelings of insecurity, scepticism or even refusal on the part of those who do not have them in their grasp, including the teaching profession;

11. **Recognises** that, in a limited number of industrialised countries, efforts have been made to provide school establishments with computers linked to the Internet, but that those in the developing countries clearly run up against the greatest difficulties in obtaining materials of this kind, and that as a result, the unequal access to the new technologies will only increase the gap that already exists between the resources allocated to public education in the industrialised countries and in the developing countries; as well as inside of the country;

12. **Recalls** that education is more than an act of transmitting simple facts, even with the new information technologies, and that genuine education implies the deployment of knowledge, attitudes and values that requires the presence of properly qualified teachers;

13. **Considers** that virtual schools or universities should be licensed and monitored for quality within a public framework of regulation; the development of private and selective teaching, orientated towards specific training courses related to the interests of the investors is not an acceptable educational guarantee, and a renewed public education service that is free of charge and open to all is certainly the best way to oppose these new kinds of school establishments.

The Second World Congress of Education International:

14. **Calls upon** the Executive Board and the Secretariat to carry out a study of the pedagogical advantages and disadvantages that could arise from the use of the new information technologies by pupils and students, and in particular the use of Internet;

15. **Calls upon** the Executive Board and the Secretariat to join with UNESCO, and then with the World Bank, in examining the conditions for the development and production of educational materials for teacher training using the new information technologies (CD ROM, Internet site), as well as the use of more traditional methods (audio cassettes) for developing countries;

16. **Calls** upon all public authorities in consultation with teachers' organisations to take the necessary steps to provide schools, teachers and students with modern computer facilities and access to the Internet;

17. **Calls** upon the public authorities of education to see that computer work-stations in schools are properly designed, taking all relevant ergonomic information into consideration. Schools should be models in this respect and set a good example; ·

18. **Calls** upon the Executive Board and the Secretariat to discuss with UNESCO how to find methods to control the content of Internet websites in order to avoid racist, xenophobic and sexist propaganda and how to restrict within schools access to Internet sites which diffuse religious and political propaganda directed at children and young people;

19. **Calls upon** its member organisations to examine the existence of virtual educational establishments, to study their mode of operation, the types of qualifications proposed, and the costs to each student of participating in these programmes. The EI Secretariat should collect all this information and disseminate it within the organisation.

Early Childhood Education

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. Children have a right, as expressed in *the Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*, to receive education, and early childhood must be considered part of this right.
2. Early childhood education is of great value to all children and should be available to all. It provides a sound basis for learning and helps to develop skills, knowledge, personal competence and confidence and a sense of social responsibility.

Notes that:

3. Educational research shows that early childhood education is an important factor in the promotion of equal opportunities, reduces the need for expensive intervention, and leads to a more successful education in later years;
4. Public investment in early childhood education is cost-effective, generating both human and economic rewards;
5. Physiological, psychological and educational research confirms the value of developmentally appropriate early childhood education;
6. The changes in family structures and the number of families where both parents work outside the home have increased the demand for early childhood provision, both in the field of care and of education. It is important that such provision is of high quality, based on the needs of the individual child and his/her age group;
7. In the absence of publicly funded programs for young children, the gap between children living in poor families and those living in rich families will increase;
8. Programs that integrate and co-ordinate the delivery of health, education and social services to children support families in caring for their children;
9. Experience shows that early childhood education can be an effective way to prevent children from being used in child labour;

10. Early childhood education can be defined as all kinds of education taking place before compulsory schooling and provided in different kinds of settings. There are differences between countries in the ways in which early childhood education is organised with respect to links with primary education or childcare and governmental responsibility for funding and governance, etc. There is a wide range of different ways of organising early childhood education around the world;

11. Between 1985 and 1995, the gross enrolment ratio in early childhood education in the world increased from 26.7% to 30.1%;

12. Early childhood education is, to a larger extent than primary and secondary education, run by community groups and private enterprise;

13. A larger percentage of teachers in early childhood education are women than in other sectors of education;

14. Education of early childhood teachers differs greatly between countries. Unfortunately, there are still many countries which do not have specific teacher education for early childhood teachers, and among those countries that offer such an education, there are shortcomings such as a shortage of places available and/or a low standard of education.

Recommends that:

15. Early childhood education should be a public service and form an integral part of the education system. Full responsibility for early childhood education should be given to the Ministry of Education at national or regional level. Appropriate arrangements should be devised to allow for continuity and co-ordination between early childhood education and primary education.

16. Sufficient resources must be made available within the education budget of each country in order to provide for high quality early childhood education, free of charge and accessible to all.

17. It is important that the size of a class or a group within early childhood education should be kept within reasonable limits. The character of the pedagogical activities and the age of the children must be seen as important factors in favour of small groups.

18. Everything should be done to ensure that children learn to live together by showing respect for each other's personality and culture. Equal opportunities, the fight against racism, discrimination and violence, the basic concepts of tolerance, understanding and acceptance are important issues that should be dealt with in early childhood education.

19. Children with special needs should be given special education and be integrated into suitable early childhood education programmes in which their learning is enhanced by appropriate staff-child ratios, environments and support services. Teachers and support staff must receive appropriate training to deal with the special needs of the children. No child should be excluded from early childhood education.

20. Appropriate structures should be set up to ensure that, as early as possible, effective efforts are made to observe, identify and prevent education and health problems relating to the child. Effective support should be provided where necessary to minimise difficulties when a need has been identified.

21. The same status of pedagogical training should be provided for all teachers, including early childhood teachers, so as to promote continuity in the educational system. Appropriate measures should be taken to ensure that both men and women are recruited and trained as early childhood teachers. Teachers in early childhood education should have the same rights, status and entitlements as teachers in other sectors.

22. Early childhood institutions are important places where the child lays the foundations of future learning (language, motor, graphic, mathematics, relational skills), through play in particular. Children must be given every opportunity to fully develop all their potential not only in the cognitive area, but also socially, emotionally and physically. Early childhood institutions must be equipped in such a way as to allow teachers to develop a variety of creative activities, including music, rhythm, mime, the use of body expression, painting and all manual skills. Physical education has an important role in this training and is essential to early childhood education.

El should:

23. Promote the ideas and recommendations expressed in this resolution through contacts and discussions with UNESCO, UNICEF, the World Bank, OECD and other relevant intergovernmental organisations.

24. In contacts with UNESCO and other intergovernmental organisations dealing with education, propose the promotion of programmes that facilitate the exchange of ideas and experience among teachers in early childhood education, in order to promote knowledge of the different systems and ways in which early childhood education operates in countries around the world.

25. Support all efforts to raise awareness with regard to the crucial role played by early childhood education in the development of the skills and knowledge of the child.

26. Continue to follow developments within early childhood education and further development of this policy area and support the efforts of its members in advocating for publicly funded, high quality early childhood education programs.

Vocational Education and Training

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. All young people must have the opportunity to receive education and career development through the pursuit of studies up to the highest level.
2. Vocational education and training must be recognised as a part of the educational system, with equal importance and status to general and technological programmes within secondary and/or tertiary education.
3. Vocational education and training play a key role in the struggle for equality of opportunity, in remedying school failure and in contributing to cultural, economic and social development. It also allows for individual development to the highest qualification levels.
4. The role of initial vocational education and training pathways in education policy must be emphasised as an instrument in the diversification of the educational system, the democratisation of access to qualifications, and in the struggle for equal opportunities.
5. Girls and boys should benefit from the same opportunities with regard to access to vocational education and training and to recognised qualifications. Girls and boys should be encouraged to make non-traditional choices.

Notes that:

6. Vocational education and training can be defined as different kinds of training and education preparing for a specific occupation, and perhaps for related occupations in a given professional sector.
7. The organisational framework of vocational education and training in different countries is extremely diverse. In some countries, it is regarded as post-secondary education and in others as secondary education. Vocational education and training is an integrated part of secondary education in some countries and a separate part of the educational system in others. In some countries, it is based on apprenticeship programmes and in others it is mainly institution-based. Increasingly, vocational education and training is embedded in all sectors of education and provides the basis for life-long learning.

8. There is a need to develop systems of vocational education and training, including entry-level training, in-service training and continuous development or life-long learning. These developments need to build on the national traditions in each country, on the present structure of the education system, and must include negotiations between the social partners.

9. During recent years, dynamic advances in new technologies have taken place. As a result, problem-solving abilities, higher-order thinking skills, ability to collect and analyse information, planning and organisational skills, ability to work with others and in a team, communication skills, practical use of mathematics, technology and science, have been regarded as critical for workers in the modern workplace. Thus, initial vocational education and training acquired by workers though the education system must be recognised even if there are changes in the organisation of work. Initial forms of training of a professional nature must provide a coherent and balanced approach covering theory and practice, and technological and general training. Such training must be offered at all levels and be aimed at developing skills directed toward the future to cope with diverse and unpredictible situations. They should be offered at all qualification levels, depending on the ability and motivation of young people and on economic and social requirements.

10. Public education systems have developed training schemes on the basis of accepted professional or technological practice. The entire range of training pathways, whether they are general, technological or professional, must be more closely linked, notably through the establishment of bridges, in order to constitute an educational system which offers students a variety of diversified options enabling them to reach the highest possible level of training and qualifications, appropriate to their abilities and the choices they have made, without replacing any guidance services.

11. Vocational education and training not only has the purpose of preparing young people for employment. Like other types of education, it has also to help prepare young people for life as citizens, through their political, cultural and private lives. This requires programmes to support young people to develop democratic values along with an environmental awareness and an understanding of multi-cultural traditions that must not serve as a pretext to justify the inequality of rights and policies of ghettoisation and discrimination. These aspects are also important for development in working life.

12. General trends and cultural and professional requirements indicate that it is the totality of disciplines and types of teaching (general, technological and vocational) which determine the quality of education and training of

young people. It is in this way that vocational training must be seen as a means of access to culture.

13. Unemployment and the process of exclusion, to which an increasing number of young people including graduates are subjected, lead us to query corporate strategies and the free-market economic policy in force in most countries.

14. Vocational education and training must enable all young people to obtain a recognised qualification, which will provide genuine opportunities in the world of work. There is a need to take measures to guarantee the quality of diplomas given in vocational education and training. This recognition is a matter for national education authorities as well as for international bodies dealing with education.

15. A quality vocational education and training system is a good investment: States must invest in young people's qualifications and do everything possible to create real, guaranteed, full-time, and appropriately paid employment.

16. In each country, initial vocational education and training should be offered free of charge to young people, within the framework of public education and training. Private and public sector employers should recognise their financial and other responsibilities towards the vocational education and training system, and should contribute to training courses in accordance with various procedures leading to a coherent global training scheme. Unions must be encouraged to promote and negotiate rights to educational and training opportunities for their members. The public service must maintain control of the conception and organisation of education and vocational training schemes in general.

17. Those bodies with responsibility for the policy, planning and implementation of vocational education and training must organise dialogue on the development of courses and qualifications between teachers, employers and employees. Teachers must play a leading role in developing the content of initial vocational education training programmes.

18. Teachers in vocational education and training as well as teachers in other areas need teacher education.

19. Unfortunately, there are still many countries which do not have specific education for vocational teachers while, among those countries who offer such an education, there are shortcomings such as a shortage of places available in the courses and/or low standard of education.

Recommends that:

20. States must guarantee for all citizens the right to initial and continuing vocational education and training.

21. Sufficient resources must be allocated to vocational education and training. Public bodies must invest in the initial vocational education and training of young people and must determine ways in which this can be developed. Private sector companies and enterprises must also be prepared to meet relevant parts of the costs related to vocational education and training.

22. There is an urgent need to develop new partnerships among teachers, governments and employers, in order to improve vocational education and training. Employers, trade unions in general, and teachers' unions in particular, have a legitimate interest in being involved in the establishment and running of vocational education and training. Such co-operation between public institutions and the world of work must be encouraged in accordance with established procedures, depending on the system and with respect for the principles and the mission of public education.

23. Private enterprises have an important role to play in the financing and in the development of the content of vocational education and training. Enterprises have to be prepared to provide apprenticeships to young students in public initial vocational training programs and to pay some of the costs related to relevant training. This is both relevant to initial vocational education and training and, to a large degree, to in-service training. There should be a possibility for individuals to obtain not only the training considered appropriate by the employer, but also training corresponding to individual needs and wishes. For this reason, there must be a right for employees to receive study leave.

24. In order to meet the major needs related to the demand for vocational education and training, diversification and some flexibility in programs, facilities and staff may be desirable, but this must not mean that governments can escape their responsibility. Governments have an important role to play in co-ordinating different education and training activities. If there is no overview of policies in different sectors of education, there is a risk that these efforts will be wasted. It is essential to develop a coherent, comprehensive government policy that addresses all levels and sectors of education.

25. Within the context of vocational education and training, the important roles of the trade union movement in general and teacher unions in particular have to be recognised. The trade union movement has a legitimate interest in being part of the development of the education and

training of future workers and in protecting the right of workers to receive continuous training. Teachers and their unions must play an essential role in defining vocational education and training programs and qualifications, in conjunction with other parties concerned. Teacher unions should therefore be recognised as a social partner when vocational education and training is to be discussed and developed.

26. High quality initial vocational education and training should be established, within all education systems, which provides for the mutual recognition of qualifications between countries. All students and workers should have access to these qualifications.

27. The importance of high quality initial and continuous education for vocational teachers must be emphasised.

28. In order to maintain a strong link between vocational education and training and working life, vocational schools need a large number of teachers with experience of working life. This requires comparative salary rates for teachers and the organisation of teacher education in such a way as to attract people with industry experience.

29. Teachers in vocational education and training should be given the same conditions and guarantees of status, remuneration and service as other teachers.

EI should:

30. **Promote** the ideas and recommendations expressed in this resolution in contact and discussions with ILO and UNESCO and other relevant intergovernmental organisations. It should make representations to the World Bank and the OECD in support of these demands.

31. **Work** with the ILO to develop an ILO Convention on vocational education and training.

32. **Continue** to follow the developments within vocational education and training and elaborate this policy area, including:

    - encouraging the development of networking between EI affiliates
    - further development of the EI database comparing vocational education and training systems in member countries, as well as publishing and reporting on major issues affecting reforms in vocational education and training

33. **Organise** a conference on vocational education and training in 2000 to explore professional, industrial and funding issues of common concern to EI affiliates.

34. **Ensure** that the experiences of EI affiliates with quality vocational education systems are shared and that these experiences are used to assist in developing quality vocational education and training systems in those countries where no such systems currently exist.

35. **Encourage** EI affiliates to promote partnerships between vocational teachers and their unions, government, industry and trade unions in the development and implementation of education reforms in the vocational education and training sector.

36. **Promote** vocational education and training as major industrial rights and bargaining issues for education and non-education trade unions and their members.

Higher Education and Research Policy

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

A. **Affirms** EI's commitment to the continuing development of higher education and research, noting that:

   1. Higher education institutions play a central educational, economic and employment role in society, in scientific, technological and applied research and through the production of skilled graduates (including primary and secondary teachers).

   2. Strong higher education and research institutions underpin a vibrant and pluralistic civil society, and enrich social and cultural life by generating new knowledge and by continuously enhancing humanity's intellectual and cultural heritage;

   3. Higher education is often an important focus of resistance to authoritarian regimes, and plays a significant role in promoting human rights, democracy, and cultural and intellectual tolerance.

B. **Considers** that the development of higher education and research should be guided by the following principles and priorities:

   4. Access to higher education should be available to all that meet relevant entry criteria and should not be limited by the financial means or social origins of potential students. This means that higher education, as well as all other education sectors, should be free of fees and charges. Where fees do apply, they should not hinder accessibility and appropriate subsidies and grants must be available for needy students.

   5. Funding for universities, colleges and research institutions is primarily the responsibility of the State and public authorities. In discharging this responsibility, the State should give priority to the funding of public institutions. Where private institutions exist and receive State support, they should be required to adhere to the same standards as public institutions.

   6. While the State has a right and an obligation to insist on public accountability from higher education and research institutions for the expenditure of public funds, such accountability should not undermine institutional autonomy in relation to academic policies, curriculum, staff appointments and internal management. Institutional autonomy, in these spheres, is a precondition for the existence of

academic freedom. This in turn guarantees that independent research, teaching and scholarship can flourish.

7. An essential element of academic freedom is the right of staff to be directly represented on all key decision-making bodies within universities, colleges and research institutions and for decision-making to reflect collegial principles. Collective decision-making must guarantee and develop individual staff rights such as the freedom to determine teaching style or the right to intellectual property.

8. Research and scholarship is guaranteed and underwritten by the existence of academic tenure or job security. Universities and colleges should provide tenured opportunities through appropriate policies or collective agreements. Member States of UNESCO should be encouraged to adhere to the terms of the *UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel* and to adopt positive measures for its speedy implementation. Where staff are not employed in tenured posts but on shorter term contracts, their industrial and professional rights should be equivalent to those of tenured colleagues.

C. **Welcomes** the progress made in the higher education and research sector since the Harare Congress, particularly in the following areas:

9. the significant increase in affiliations by unions representing higher education and research staff;

10. the major Conference organised jointly with UNESCO in Paris in March 1997;

11. the substantial work done on the *UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel.*

D. **Considers** that this work should be continued with a particular focus on:

12. international cooperation in the areas of higher education and research;

13. the democratisation of access to higher education in conjunction with the trend toward mass provision of higher education;

14. the promotion of students' social status;

15. the professionalisation of higher education;

16. the world-wide financial crisis in higher education (particularly in the developing world);

17. the threats to the academic freedom and working conditions of higher education and research staff.

Expanded EI work **should aim to**:

18. **Strengthen** EI's membership base in the higher education and research sector, and build networks in the sector, globally and regionally.

19. **Achieve and promote** the adoption and implementation by National Governments of the *UNESCO Recommendation Concerning the Status of Higher Education Teaching Personnel*, and develop an effective monitoring process for its implementation.

20. **Defend** higher education budgets from domestic and international threats in the context of a broader international defence of all education sectors. Opposition to international institutions' attempts to deregulate and privatise education is a central element of this defence.

21. **Develop** EI's policies on the role of universities and colleges in teacher education, on life-long learning, on the implications of new technology and on the links between education and the economy.

22. **Support** academic freedom and the right to collective bargaining, including the protection of intellectual property rights and the defence of contract and part-time staff.

23. **Promote** open and accountable institutional governance and management systems and the appropriate involvement of staff unions.

24. **Strengthen** the input of developing countries into the higher education and research work of EI, including its regional structures.

25. **Develop** formally structured higher education and research forums as part of regular EI Regional Conferences and prior to the convening of World Congress Meetings.

26. **Ensure** that EI's higher education and research policies are fully covered in EI's dialogue, co-operative work and advocacy with the relevant international and regional bodies and institutions, to ensure that EI's influence within the higher education and research sector is maximised.

Education for All and Combating Illiteracy

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Believes that:

1. Education is a human right as expressed in international conventions and recommendations, including the *Universal Declaration of Human Rights* and the *Convention on the Rights of the Child*. Governments must take all necessary steps to guarantee that this right is given to everyone, and increasingly to adults who require educational support.
2. An important aspect of the right to education is literacy and basic education. To be literate is a pre-requisite for participation in today's world. Literacy makes it easier for individuals to fulfil their obligations as citizens in a democratic society and to fight for and demand their rights. Literacy makes it easier for the individual to find a job and to perform well in any endeavour.
3. A high literacy rate is a pre-requisite for democratic development and economic growth in each society. It is also of a great importance for the empowerment of women in society.
4. Education is a crucial investment for a better future. It has been shown that education benefits all of society; the costs of education should therefore be borne collectively by the public sector and not by individuals. Economic analysis also shows that there is a high rate of return from education for a society that devotes a high degree of public expenditure to education.

Notes that:

5. In spite of the many measures taken as a result of the program adopted jointly by UNESCO, UNICEF, the World Bank and UNDP at the Jomtien Conference in 1990 on *Education for All*, 23% of the world's population is still illiterate.
6. The estimated world-wide literacy rate is still lower for women than for men (71% compared with 84%).
7. Illiteracy is higher among groups such as ethnic minorities, Indigenous Peoples, migrants, nomads, rural populations and populations in remote areas than in other groups within society.

8. Access to early childhood education will help the child to develop learning skills and will facilitate life-long learning.

9. There are still several countries in the world where more than 50% of the population is illiterate. Many of these countries are among the poorest countries in the world.

10. Illiteracy or inadequate levels of literacy are not only problems for developing countries. In a recent report from the OECD it is claimed that more than 20 % of adults in some of the richest countries in the world are unable to read and write except at the most elementary level.

11. If the idea of life-long learning is to become a reality for all, one of the main pre-requisites is that people possess sufficient skills to take part in different types of education and training. If basic learning skills are acquired at an early age, this opens up new possibilities later on in life in relation to both education and employment.

12. The only long-term action that will eradicate illiteracy is the provision of high quality, free and compulsory education for all children. In addition, it must be recognised that, in many countries, large groups of adults have never been given the chance to learn, to read and write. For those who have not been offered the chance and/or have not been successful at education, there is a need to find emergency solutions and to give them a second chance. Adult education is critical in these circumstances.

Recommends that:

13. Governments must **increase their investments** in education in order to guarantee education to all and to eradicate illiteracy. These investments must be directed towards both basic education and towards adult education. Further governments should establish timelines to ensure the implementation of these guarantees and mechanisms.

14. All teachers **need** to have training in a variety of methods for teaching literacy. Teachers who work with language education must be given high quality and in-depth□initial teacher education as well as continuous training to up-grade their skills relating to the teaching of reading, writing, viewing, speaking and listening and to receive information about developments in this area.

15. Governments must **ensure** that appropriate resources are provided to all students, both children and adults; these include access to libraries or on-line services.

16. EI **develop** partnerships with or support NGOs, including trade unions, where they are working with adults in areas where Governments fail to accept responsibility. Where successful programs support literacy

development in community or workplace settings, EI and/or its member organisations should advocate appropriate levels of government support to ensure both transitional arrangements as the NGO withdraws and sustainability in the context of public provision for adult education.

17. Governments have an **important role to play** in co-ordinating different educational activities. If there is no overview of the policies in different sectors of education, which in turn guides efforts in the right direction, there is a risk that these efforts will be wasted. It is essential that a coherent, comprehensive government policy exists which addresses all levels and sectors of education.

18. Governments have to **take measures** to improve the enrolment of girls in basic education, and to ensure that adult education plays an important role in providing women who received insufficient or no education during their childhood with the opportunity to improve their education. Research shows that where the literacy rates of women are increased, there is a direct correlation with the quality of healthcare in the community.

19. Governments can **play a crucial role** in remedying the fact that groups such as migrants, Indigenous Peoples and ethnic minorities have had fewer opportunities to receive education compared with other groups in society. It is important that these groups have the opportunity to determine the type of education they will receive in order to ensure that it is relevant to those concerned, and that education in their own language and related to their own culture is available.

20. Governments, intergovernmental organisations, research institutes and other organisations working in education have to **ensure** that knowledge about the process of literacy development is understood and implemented.

21. It has to be **recognised** that the most efficient way of promoting literacy is to improve enrolment in primary education and to achieve universal basic education for all children.

22. The growing adult education sector **cannot depend**, as in some countries, on voluntary workers alone; there is a growing number of teachers and employees in other positions working on a full-time basis in adult education. In order to guarantee the quality of adult education, it is important that these teachers and employees have the opportunity to develop professionally and that their working conditions are adequate. Teachers and employees in the adult education sector must receive the moral and material recognition appropriate to their level of qualification and responsibility. They must have salaries comparable with other professions requiring the same level of qualifications and responsibilities.

They must have the right to be consulted and to participate in the process of formulating educational policies.

EI should:

23. **Co-operate** with UNESCO, UNICEF, the World Bank and UNDP in seeking full implementation of the Education for All program, jointly adopted by those intergovernmental organisations.

24. **Promote** and **sponsor**, in collaboration with UNESCO, UNICEF and member organisations in the concerned countries, both literacy courses for children, adults and disadvantaged groups, and the development and dissemination of teaching materials.

25. **Promote** and **sponsor** seminars in co-operation with UNESCO and the ILO, placing particular emphasis on equality of access to education for all; make representations with TUAC to the OECD for this purpose and put forward to the World Bank the positions taken by Education International in opposition to privatisation and deregulation.

Teacher Education

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes that:

1. It is of crucial importance that teachers receive the highest quality professional education that builds on a full secondary school qualification. Professional teacher training at the university level is a pre-requisite for both quality education and social progress.
2. To teach is a life-long process of learning. This means, among other things, that the recruitment of secondary school graduates, or those with equivalent qualifications, into teacher education, quality pre-service training at the university level, the induction phase and the professional development of teachers throughout their working lives have to be regarded as integrated elements of teacher education.
3. The status of teachers is in decline around the world. It is of critical importance that this trend be arrested so that the teaching profession is attractive to the best students.
4. It is also important that all categories of teachers - early childhood, primary, secondary and tertiary - receive high quality initial and continuing education.
5. Teacher education has to include knowledge about new technologies and the use of new technologies.
6. It is especially important that teachers, as part of their teacher education, both initial and in-service, learn how to work together in teams with other teachers and other staff.
7. The knowledge and skills that teachers require can be divided into four areas:
    - Knowledge and the skills needed to teach. Training in educational theory and practice. Training in the tasks which form part of the skills required of a teacher today: working as a member of a teaching team, contact with parents and local institutions, action-research activities, participation in the organisation and running of the establishment;

- In-depth knowledge of the subjects taught. The teacher must have a good knowledge of the subjects, but also the skills needed in seeking out new and additional information.
- Education in a wide range of approaches, issues, knowledge and skills that are not the subjects to be directly taught but which form a necessary and integral part of all education. The proper use of computer science and modern communication technologies; human rights; equality between the sexes; socio-economic status and poverty; integration of the disabled; multiculturalism; action against drugs; AIDS information; discrimination; environmental problems; international relations; professional ethics.
- Knowledge of the psychological and physiological development of children, adolescents and adults and knowledge of educational sciences, i.e. pedagogy and education-oriented psychology and sociology.

Recommends that:

8. The minimum requirements for acceptance into education of all kinds of teachers should be full secondary education. Complementary requirements may be added depending on national traditions, the structure of teacher education and the age groups and subjects the teachers are intending to teach.
9. The requirements for acceptance into teacher education should be constructed in such a way that adults and/or students with the equivalent qualifications are encouraged to apply.
10. The professional preparation of teachers has to include a period of practicum.
11. The education of teachers must be at university level. In those countries where teacher education takes place fully or partly in specialist teacher colleges, the colleges must provide an education equivalent to that of a university degree. It is important that there be a link between teacher education and educational research.
12. A high degree of integration between the various teacher education programs covering the different educational sectors should be considered. This would require the establishment of core or mandated curriculum areas considered relevant to the work of all teachers.
13. One possible way of structuring teacher education could be to have basic courses for all student-teachers at the beginning of their education and, at a later stage of this education, specialised courses on early childhood

education, primary education, secondary education and other relevant sub-sectors within the education sector;

14. Pre-service and in-service teacher education should involve an understanding of the latest educational research, relevant discipline studies, progressive pedagogical studies and classroom management techniques. All teachers should have some experience and expertise in working with students with disabilities, a foundation of inter-cultural education and confidence in the use of new and emerging technology.

15. It is important that, during their education, future teachers are made aware of trade union issues and informed about employment conditions. To increase the unionisation of the teaching profession, member organisations ought to build relationships and where possible recruit and provide services for student-teachers.

16. There should be parity of status and appropriate content of teacher education for all sectors of education from early childhood to post-secondary education. In many countries, it is especially important to ensure that high quality teacher education is established for teachers in those sectors where teacher education has been insufficient, or even absent, for example in the fields of early childhood and vocational education and training.

17. It is crucial to create a bridge between initial teacher education and the reality of teaching in schools and other education institutions. An induction phase does not mean that the teacher should be employed with working conditions inferior to those of other teachers during his/her first years in the profession, but it means that special steps have to be taken to support new teachers to develop their newly acquired competence.

18. Schools and other education institutions must be given resources to induct new teachers. Experienced teachers can function as mentors for new teachers, but where possible, the universities or teachers' colleges should also retain some responsibility after the completion of the course.

19. In-service training must be considered a fundamental right for teachers. Continuous professional development to update the teacher and to give her/him an opportunity of developing new approaches to teaching is of crucial importance in ensuring high quality education and in retaining teachers in the profession.

20. In-service training offered to teachers should be of a high quality. To guarantee a high-standard, in-service training must be organised in co-operation with universities, laboratories, colleges or other appropriate institutions offering relevant education.

21. A variety of different kinds of in-service training should be offered to teachers. The teacher should be given a large amount of freedom to choose the kind of in-service training that he/she thinks is most appropriate.

22. Teachers should play a significant role in the planning and implementation of in-service training.

23. In-service training has to be seen as both a right and an obligation for teachers. It has to take place during the working hours in order to facilitate the participation of all teachers. In-service training has to be recognised as one of the factors to be taken into consideration in relation to promotion.

24. Steps have to be taken to organise and co-ordinate in-service training at an international level, so that it is possible for teachers to make study visits to other countries in order to both learn from their peers and to share their own experiences and expertise. This is even more important as the mobility of the profession is increasing rapidly.

25. It is of great importance to find ways to offer career progression within the teaching profession. An initial priority is to make it easier for teachers to move across sectors in the education system. It should also be possible for teachers to be involved in educational research projects, policy development and teacher education.

EI should:

26. **Promote** the ideas and recommendations expressed in this resolution through discussions with UNESCO, ILO, the World Bank, OECD and other relevant intergovernmental organisations.

27. **Promote** the acceptance and the implementation of the principles in this resolution at the international level, with the objectives of ensuring high quality teacher education in all countries and consistency in educational standards within and between countries.

28. **Pursue** acceptance of professional development as a life-long learning entitlement for teachers.

29. **Continue** to follow developments within teacher education and develop this policy area.

30. **Compile** and **disseminate** studies and brochures which member organisations have produced on teacher education.

Health Promotion and School Health

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Profoundly concerned** by the rapid expansion of infectious and transmittable diseases, which pose an enormous threat to healthy human development on the planet as a whole and which can affect the social, economic and political stability of countries;
2. **Particularly alarmed** by the growing number of adolescents confronted with particularly difficult situations that expose them to numerous health risks;
3. **Convinced** that education and health are mutually complementary and reinforcing;
4. **Convinced** that the school is the irreplaceable and most useful place in a country for the improvement of both health and education;
5. **Convinced** that the state of health affects learning and success at school and that health education should give children the essential skills to enable them to make choices and adopt behaviour that will determine their health for their rest of their lives;
6. **Recalling** the joint declaration "Education and health: an alliance for development" signed with the World Health Organisation (WHO), the United Nations HIV/AIDS Joint Programme (UNAIDS) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) on the occasion of the 45th International Conference on Education in 1996;
7. **Considering** the "Global School Health Initiative" launched by the WHO as a relevant initiative to increase the number of school establishments involved in the promotion of health;
8. **Recalling** the Jakarta Declaration on leading health promotion into the 21st century (adopted in 1997), which reaffirms that health is a basic human right and an indispensable factor in economic and social development;
9. **Expressing** its delight that EI has been invited by UNAIDS to become one of the partners in the 1998 international campaign against AIDS, which targets people under the age of 24 years.

A. The Congress immediately calls upon governments:

10. **To adopt** and implement concerted global policies of health development;

11. **To strengthen** policies and resources to support the promotion of school health;

12. **To actively promote** a global policy of health education including the prevention of HIV/AIDS and STDs, above all by the implementation of genuine sex education;

13. **To reinforce** and broaden the partnerships for health based on solidarity, transparency, respect and recognised and accepted ethical principles, particularly with developing countries;

14. **To pay** specific attention to children and adolescents faced with difficult situations;

15. **To eliminate** all forms of discrimination at school and at work and all forms of exclusion which could be connected with the state of health or genetic characteristics.

B. The Congress calls upon the member organisations of Education International to:

16. **Play** an active role in the development of school health education policies in close collaboration with the ministries of education and health or oppose their plans when they are destructive of school health services;

17. **To take** more account of the crucial role that the school system and workers in education as a whole can play, through health education, particularly with regard to the prevention of HIV/AIDS and STDs and the prevention of drug abuse;

18. **To become** more involved at every stage of the conception, implementation and evaluation of school health programmes;

19. **To take** action to ensure that all educational workers receive initial and in-service training, enabling them to promote health and health education;

20. **To combat** all forms of discrimination and exclusion affecting pupils, students or workers in education affected by HIV/AIDS or because of their genetic characteristics;

21. **To establish** or develop contacts with parents and health professionals at local or national level and where necessary, take

action to ensure the recruitment of doctors and nurses to work in schools to provide specific medical services;

22. **To commit** themselves, especially in the framework of the "health promoting schools" networks, to making the school a healthy place that offers a reliable infrastructure that guarantees protection from diseases, violence and harmful substances.

C. Role of Education International:

EI should:

23. **Pursue and strengthen** its collaboration with the institutions within the United Nations system, particularly the WHO, UNAIDS and UNESCO;

24. **Actively participate** in international events relating to the promotion of health, health education and the prevention of HIV/AIDS, STDs and drugs, and in the organisation of regional and international consciousness-raising events aimed at the general public, workers in education and young people on questions relating to health education;

25. **Collect** as much information and informative material as possible on these questions and pass it on to the member organisations;

26. **Pursue and strengthen** the introduction of themes on every aspect of health education in cooperation and development programmes.

Environmentally Sustainable Development

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Defines environmentally sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their needs.

Wishes to tackle environmental issues as a strategic project with a view to strengthening public education and the new role of trade unionism.

1. **Whereas** Education International understands the interdependence of all countries and recognises that no country can assure its future alone, regardless of its economic strength or level of development;
2. **Recognises** that it is essential for a global partnership among nations to address effectively environmentally sustainable development;
3. **Notes** that substantial discussions were held at the Kyoto Conference as well as at the Global Summit in Rio de Janeiro, to prevent environmental destruction on a global scale and to promote the control of CO_2 emissions against global warming, but that the protection of the global environment has since been deadlocked due to the 'economy-first' policies of many governments;
4. **Deplores** the lack of effective action by governments to address climate change, desertification, de-forestation, unregulated industrialisation, sustainable energy policies, the global effects of pollution and the problems of population growth, especially in developing countries, as a result of the unlimited introduction of market economies;
5. **Denounces** the dumping of hazardous waste manufactured in industrialised countries in developing countries;
6. **Deplores** the rise of sea levels due to global warming that is threatening the very existence of island countries which lie at low altitude;
7. **Denounces** accidents caused by nuclear power plants that could bring irrevocable dangers to humanity and the environment;
8. **Recognises** equally that environmentally sustainable development requires that all peoples' need for food, shelter, access to clean water, healthcare, education, employment, transport and sanitation are met;

9. **Deplores** that many people in the world are not informed that global destruction on a global scale is rapidly reaching the limit at which human life can be sustained on this planet;

10. **Notes** that sustainable action on environmental concerns must take account of broader issues of economic and social development, poverty alleviation, consumption of resources, employment and quality of life;

11. **Notes** that environmental protection is a function of truly sustainable development and that economic policies that destroy the ecological basis of life cannot succeed in the long term;

12. **Acknowledges** that a safe and healthy environment for children to grow in, and safe and healthy workplaces for adults, require a healthy natural environment including clean air and water;

13. **Recognises** that educational personnel, teachers, workers and administrators, as members of EI, an international trade union secretariat associated with the ICFTU, must promote social change by making claims that are the driving force of progress and advocate environmentally sustainable development through education;

14. **Notes** that any change requires a change in people's knowledge and awareness and that education plays a crucial role in effecting such change;

15. **Notes** that in order for educators to be able to fulfil their collective role and responsibility, full trade union rights which include the right to organise, to bargain collectively and to full participation are essential;

16. **Recognises** that education at all levels, including education of union members, is a vital component of sound policy on environmentally sustainable development;

17. **Determines** that curricula must be developed that will integrate environmentally sustainable development issues into all appropriate fields of study, and that this curriculum will deal with the political, social, moral, environmental and economic implications of sustainable development.

18. **Equally recognises** that strong legislation which includes inspection and enforcement mechanisms are essential for environmentally sustainable development;

19. **Recognises** the key role of women, particularly in developing countries, and the need for their involvement in education programmes and policy development at all levels.

20. **The Congress determines that EI shall**:

- work with the ICFTU and other ITSs to raise awareness among members on the issue of environmentally sustainable development;
- prepare an inventory of the best innovative teaching practices in this area and bring it to the attention of all of the affiliates;
- lobby governments to adopt legislation that will promote environmentally sustainable development in the broadest sense that deals with social, economic and environmental issues;
- lobby governments to collect reliable and comparable data, statistics and indicators, methods of assessment, cost-benefit analysis, including the cost of action and the cost of lack of action;
- work with the ILO to promote international core labour standards, ILO standards on occupational health and safety and the work environment, particularly as it refers to education institutions;
- work to promote the inclusion of labour and environmental rights in trade agreements;
- work with UNESCO, UNICEF, WHO to promote environmentally sustainable development;
- support civil organisations engaged in activities for the protection of the global environment and ask member organisations to support such domestic civil organisations;
- promote, through representations to international organisations such as the World Bank, UNESCO, UNDP and the International Monetary Fund, these perspectives on sustainable development and an educational model that will take account of the new scientific, technological, economic and environmental reasons which require a reassessment of the traditional role of educators and trade unions as well as of the meaning of peace and justice;
- develop education and research projects to stimulate debate on the unidirectional model that leads to social exclusion and which underlies the globalisation project currently under way and which ignores and destroys biological and cultural diversity.

21. The Congress calls on EI member organisations to:

- lobby governments to ratify ILO Convention 139 on the prevention and control of occupational hazards caused by carcinogens, in particular with regard to the exposure to asbestos;

- lobby governments to ratify ILO conventions 155 and 161 as well as their accompanying recommendations 164 and 171 on occupational health and safety;
- lobby governments to promote environmental education programmes with the help of UNESCO;
- negotiate the terms of participation of education unions in policy development on environmental education and curriculum development on environmentally sustainable development;
- exchange information on education for the protection of the global environment and the development of educational programs with the help of EI;
- ensure that conditions in schools and other education institutions meet the highest environmental standards which ensure that teachers work in healthy conditions and that children learn in optimal conditions;
- include training for members on issues of sustainable development;
- ensure that initial and in-service education for teachers provides high quality programmes for education personnel on issues of environmentally sustainable development;
- ensure that development co-operation programmes organised by EI and its members include modules on environmentally sustainable development;
- check whether protection of the global environment is provided for in their countries and if it is part of teaching materials and curriculum.

Peace Education for Disarmament

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. Real or potential conflict areas continue to exist in the Middle East and other regions of the world;
2. Even after the EI First World Congress, numerous innocent women and children were victimised in ethnic conflicts, for instance in Bosnia, despite the strong wish for peace of many peoples in the world;
3. Many boy soldiers were killed in the battlefield in the course of separatist movements for independence in such regions as Chechnya;
4. Armed force is still used to sacrifice many human lives in ethnic conflict or in efforts by dictatorial governments to maintain their regimes in such areas as Rwanda;
5. Iraq is faced once again with armed conflict;
6. Citizens are becoming victims of armed conflicts in many parts of the world.

All member organisations of EI **recognise** the fact that further promotion of peace education for world disarmament is most important for the pursuit of international peace, and **recommend** that:

7. EI members and their affiliates should continuously **bear in mind** and **recall** the records and histories of all the world wars and massacres which have occurred in the 20th Century;
8. Peace education programmes for disarmament **should be developed** with the initiative of UNESCO in order to promote the concrete learning of peace education in the schools throughout the world;
9. EI member organisations should **check** whether peace education for disarmament is provided for in their countries, as well as the contents of teaching materials and curricula;
10. EI member organisations should **exchange** information on peace education for disarmament and on educational programmes promoting democracy, and EI should encourage such exchanges;
11. EI should **support** trade unions and civil organisations engaged in activities for peace and disarmament. EI should also ask its affiliates to support domestic organisations engaged in such activities;

12. EI should **ask** all countries possessing nuclear, biological and chemical weapons capable of mass destruction to take appropriate measures to eliminate such weapons;

13. EI should **commit** itself to doing its best for international peace activities linked with education in the field of human rights while promoting democracy. EI should ask the countries of its affiliates to develop activities in line with the objectives, recommendations and constitutions of UNESCO, the UN Charter, the Universal Declaration of Human Rights, the Convention Concerning the Rights of the Child, and recommendations concerning education for international understanding and cooperation, human rights and fundamental freedoms. These educational activities should be incorporated into the content of education and training, educational resources and materials, school and university life, pre-service and in-service training of teachers, etc.

14. EI **supports** the peace education movement based on these principles, and proposes that EI affiliates take up this movement.

The Societal Alienation of Children due to "Kokoro-no-are" (Emotional & Mental Stress)

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes:

1. The increasing alienation of children from societies due to "Kokoro-no-are" (emotional and mental stress); in particular the increasing incidence in developed countries of teenage suicide, assault and murder of friends and teachers by young people.
2. Bullying, pregnancy amongst young girls and drug abuse continue to plague our societies, all of whom are seeking solutions.

Recognises that:

3. Problematic behaviour of children and young people in our societies is often caused by their ill-treatment. There is a lack of respect for their human rights. Many experience violence and abuse. They suffer from stress caused by increasing academic expectations in rigid school structures and the absence of environments where they can recover from mental trauma or simply grow in a safe and relaxed atmosphere.
4. Modern society puts enormous pressure on the amount of time and support available from within the family and community.

Understands that:

5. Teachers also suffer from enormous stress in these circumstances,
6. Such social environments result in students failing to complete schooling, psychiatric problems among teachers, and prevents many students from choosing teaching as a profession;
7. **Confirms** that there is a need for an exchange of information and discussion among its affiliates which are affected by such problems, and for EI headquarters and regional organisations to address these problems as important issues;
8. **Urges** each affiliate to take action to address these problems through a review of the current education system, with a view to ensuring appropriate environments for learning, the provision of health and

counselling services and community support for families wherever necessary.

The Status of Teachers

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Notes that:

1. Teachers, in providing not only knowledge and qualifications, but also universal ethical principles of social justice, tolerance and peace, play an important role in the economic, social and cultural development of our societies.

2. Teachers share the concerns of parents and youth affected by the socio-economic crisis. However, teachers are facing pressures from governments and employers who want to alter the nature of their responsibilities and statutory qualifications, imposing on them adjustments to the serious economic, social and cultural problems stemming from the globalisation of financial markets.

3. It is of crucial importance to grant the teaching profession a high status not just for the sake of the quality of education, but also for the progress of societies as a whole. Society needs quality education and thus, highly qualified teachers, to ensure social and economic development.

4. The rights as well as the professional freedom of teachers are recognised in the 1966 ILO/UNESCO Recommendation on the Status of Teachers.

5. The right of teachers to freedom of association, to collectively bargain and to undertake industrial actions are recognised in several ILO Recommendations and Conventions, with Conventions No. 87 and 98 being the most important.

6. The low salary of teachers in most countries, the non-payment of salaries for prolonged periods of time in some countries, and the hiring of teachers on fixed-term contracts, create situations of low esteem, demoralisation and even precariousness, all of which have a negative impact on teachers' work as well as their dignity. EI **notes** that such a policy takes on a particularly acute and inadmissible form in countries where the salaries of teachers and education workers have not been paid for many months.

7. During recent years, the importance of education has been rediscovered. The World Conference on *Education for All* in Jomtien in 1990 saw government leaders make a global commitment; the UN World Summit for Development in Copenhagen, held in March 1995, stressed the need

for a new deal for investment in education. In its policy report "*Strategies and priorities*", published in August 1996, the World Bank has emphasised the importance of investing in education. The International Commission on Education for the Twenty-first Century (The Delors Commission) underlined the crucial role that education plays in the construction of the society of the future in its report, published in March 1996.

8. Any education authority, government or intergovernmental organisation that seriously wishes to improve education has to recognise the key role which teachers play in the education process. One of the most important measures that can be taken to improve education is to improve the working conditions of teachers. Good education needs teachers whose high qualifications are socially recognised. In order to recruit qualified young people to the teaching profession and to keep teachers in the teaching profession, there is a need to improve the working conditions of teachers world-wide.

Recommends that:

In order to improve the status of all teachers world-wide, education authorities, governments and intergovernmental organisations must ensure that teachers:

9. receive the moral and material recognition appropriate to their level of qualifications and responsibilities;

10. have an adequate working environment, including the technology and resources necessary for their teaching as well as real protection in terms of occupational health and safety;

11. can do their work in adequately equipped school buildings where the students, among other things, have access to a school library and/or on-line services;

12. have a salary comparable with other professions requiring the same level of qualifications and responsibility, making it possible for them to live with dignity on the salary from their work, and not to be forced to take on a second or third job. It is essential to maintain and reinforce the recruitment of teaching personnel on the basis of permanent employment in tenured positions possessing official status;

13. be entitled to job security in case of illness and for women on maternity leave;

14. have the right to form and control their own representative organisations;

15. have the right, through their organisations, to undertake comprehensive collective bargaining and, where necessary, industrial action;

16. have the right to be consulted and to participate in the process of formulating educational policies;

17. receive a good initial teacher education at university level to prepare them for their work as teachers;

18. receive in-service training and professional development within the profession in order to keep in touch with new findings in their subjects and to obtain continuous support for the improvement of their teaching methods;

19. be given professional and academic freedom to find the methods and classroom approaches that best meet the democratically decided objectives of the education system, and

20. have the right to receive a reasonable pension after retirement which will make it possible for retired teachers to live with security and dignity.

El should:

21. **Further promote** the above-mentioned principles and objectives within intergovernmental organisations such as the ILO and UNESCO in particular, and advocate the ratification and adoption by governments of international legal instruments, which would improve the condition of teachers and education personnel.

22. **Advocate** the application of the UNESCO/ILO Recommendation concerning the Status of Teachers, co-operate with the Joint Committee of Experts (CEART) charged with monitoring its application, and widely disseminate information about the Recommendation.

23. **Advocate** the establishment of a mechanism to monitor the application of the new UNESCO Recommendation on Higher Education Teaching Personnel.

24. **Intervene** with governments so that they take all appropriate measures for the implementation of the Recommendations mentioned above.

25. **Undertake** a comparative study on the conditions of service of teachers.

26. **Request** its affiliates to regularly remind the responsible education authorities that they bear a special responsibility for the development of the quality of education and that they must take appropriate measures in terms of initial and continuing training of personnel and to improve their working conditions.

27. **Provide** member organisations with appropriate fora to discuss questions relating to ways in which the quality of teaching can be improved, including through the development of relations with non-teaching personnel.

28. **Ensure** that public activities, including media events, are organised in as many countries as possible on World Teachers' Day (5 October), focusing on the status of the teaching profession.

Child Labour

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls**

   - the **UN Declaration on Human Rights** which states that everyone should have the right to free, compulsory education for at least the elementary and fundamental stages;
   - the **Convention on the Rights of the Child** (for the purposes of the Convention, a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier) which establishes the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development;
   - **ILO Convention 138 and Recommendation 146** on **the Minimum Age for Admission to Employment** which states that the minimum age of employment should be no less than the age for completing compulsory schooling and in no event less than the age of 15;

2. **Endorses** the remarks of the Director General of the ILO:

   "Childhood is a period of life which should be devoted not to work, but to education and training; child labour by its very nature and the working conditions in which it is carried out, often compromises children's potential to become productive and useful adults in society; finally, the use of child labour is not inevitable, and progress towards its elimination is possible wherever there is political will to oppose it with determination";

3. **Observes** that despite the growing awareness of this scandalous form of exploitation of the most vulnerable within our society, child labour continues to exist in many forms, including bonded labour; it is more and more common in developing countries and this is as a consequence of their economic situation. Today it even touches the most marginalised groups in industrialised countries;

4. **Condemns** governments that fail to legislate comprehensively or act decisively against child labour and employers who exploit children to increase profits;

5. **Welcomes** the increasing action being taken on child labour by the ILO, UNICEF, UNESCO, the ICFTU and ITSs associated with the ICFTU, and is committed to working in partnership with them;

6. **Salutes** the work against child labour already being done by many EI affiliates;

7. **Acknowledges** the overwhelming evidence - including from the recent country case studies undertaken by ILO-IPEC and EI - that education is one of the most significant factors in the prevention of child labour and the withdrawal of children from work;

8. **Recognises** that eliminating child labour and improving the quality of education are interlinked - the first will not happen without the second - and that teachers, educators and their organisations have a critical and particular contribution to make to the elimination of child labour as do politicians, government officials, employers and the international financial institutions.

The Congress determines that Education International shall:

9. **Establish as a top priority,** for the years 1998-2001, **a comprehensive campaign** against child labour which is designed to encourage the active participation of all affiliates, to produce measurable results to be reported to the Third EI World Congress and which aims to:

   - prevent any more children becoming child labourers;
   - withdraw those currently working and provide them with effective, quality education;
   - as a transitional measure, for a defined period, for older children, and only if it is impossible to withdraw the child from labour, offering the child access to education and the opportunity to attend regular education partly during working time.

10. **Congress underlines** that the elimination of child labour in a number of regions requires substantial strengthening of development funds. EI therefore invites all member organisations to lobby their respective governments to devote as quickly as possible at least 0.7% of their GNP to development assistance and an appreciably higher amount of such assistance should be dedicated to the development and improvement of public primary education.

11. **Focus the campaign** on six strategic areas:

   - opposition to economic and social policies that cause child labour;
   - comprehensive legislation and effective enforcement;

- mainstreaming child labour concerns into national education policies;
- comprehensive government education policy and the resources to provide for good quality, universal and free early childhood services and compulsory primary and secondary schooling, and encompassing transitional and special education services, as well as vocational and higher education;
- improved training, status and working conditions for teachers and support staff;
- income support for families and employment opportunities for parents.

The Congress calls on member organisations to:

12. **Adopt** specific policies and a programme of action on child labour;
13. **Co-operate** with Education International and through it with the ICFTU, ILO, UNICEF and UNESCO, and with other trade unions, union centres and non-governmental organisations, at the national level to eliminate child labour nationally, regionally and internationally;
14. **Approach** and urge all governments to ratify the international treaties concerning child labour and ILO Convention 138 specifying the minimum age for employment;
15. **Disseminate** the facts of child labour to union members and the general public to enhance their awareness and arouse public opinion against child labour;
16. **Campaign** for adequate resources to allow for an expansion of public education, including quality early childhood services, schools, transitional and special education and vocational training to ensure access to education for all;
17. **Develop** age appropriate curriculum materials to be used in schools in both industrialised and developing countries that address the issues of child labour for students who are in danger of becoming child labourers and for those who are consumers of products made by child labour. The EI /IPEC and EI/FIET materials on child labour can be used as a basis for such curriculum materials;
18. **Promote** quality teacher training and in-service development to enable teachers to meet the diverse and special needs of children, particularly the most disadvantaged, those at highest risk of becoming child labourers and those who have been child labourers;
19. **Encourage** school systems to become child labour monitors by helping to survey the extent of non-attendance at school and its relationship to

the spread of child labour; and to use that information to work with parents and local communities so that they understand the value of education and the costs of child labour, and are encouraged to participate with the local early childhood services and schools in decisions about the education of their children;

20. **Consider** extending union membership to paid educators working in the non-formal sector in recognition of the need to include transitional education as an integral part of the education system and in recognition that those working in the formal and non-formal sectors have common goals and much to learn from each other;

21. **Lobby** with other unions and non-governmental organisations for integrated programmes for poor families whose children are, or are at risk of, becoming, child labourers, including health services, meals for children attending an early childhood centre or school, adult education, vocational training and employment programmes, and family income support.

22. **Ensure** that EI member organisations build up regional networks for information exchange, discuss the issue of child labour periodically and take concerted action to eliminate it.

Children of Refugees and Asylum Seekers

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Acknowledging the:

- Universal Declaration of Human Rights
- Declaration of the Rights of the Child
- Convention on the Rights of the Child

Calls upon all nations to respect and implement the international conventions giving every child a right to education.

Children of refugees, asylum seekers or seekers of residence on humanitarian grounds are more vulnerable than other children. Education is a human right and a pre-requisite for participation in a modern society, but it is also a strategy for survival in crisis and a preparation for possible repatriation.

Education International's member organisations **will seek to influence** their national governments to develop education policies and legal systems that ensure these children their rights without discrimination of any kind, irrespective of the child's legal status in the country of residence, national, ethnic or social origin, or other status.

Children and War

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recognises** the valuable work undertaken by the United Nations and its agencies such as UNESCO and UNICEF in supporting children and education in war-torn areas of the world.
2. **Recognises** the valuable contribution made by the United Nations Associations in various countries in supporting the UN and its agencies.
3. **Wishes to take every opportunity** to promote justice, world peace and education, in the interests of children in all countries.
4. **Accepts** that the Olympic Games capture the attention and imagination of the nations and peoples of the world and provide an ideal opportunity to call for world peace.
5. To this end, Education International **commits** itself to promoting world peace during the period of the Olympic Games in the year 2000, recalling that peace was declared during the original Olympic Games in Ancient Greece.
6. Education International, in the period up to the Olympic Games in the year 2000, **will call upon** its affiliates to encourage children in all schools to secure a commitment from the UN, governments and parties to conflicts in all areas to cease hostilities during the period of the Games.

The Girl Child

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls** that the Convention on the Rights of the Child declares:

The States parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his/her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or status.

(Convention on the Rights of the Child, UN, part 1, art.2.1)

2. **Recognises** that in many countries and regions, in spite of some progress reported, girls are still discriminated against and that discrimination starts even before they are born;
3. **Notes** that patriarchal notions of the girl child as less important than the boy persist and that certain traditional practices reveal a clear preference for male children;
4. **Notes** that new reproduction techniques of genetic planning and sexual selection which offer the means of avoiding the birth of a girl are increasingly used in both industrialised and developing countries;
5. **Condemns** practices that perpetuate discrimination against girls such as early marriage, early childbearing, reduced food and nutritional allocations, lack of access to physical and mental health services, violence directed specifically at women and girls, actions that weaken self-esteem, sexual exploitation and aggressive, cruel and degrading practices such as genital mutilation;
6. **Affirms** that education is a key instrument to improving the future for the girl child;
7. **Notes** the direct correlation between investment in the education of girls and the prosperity of societies.
8. The Congress determines that EI and its member organisations shall:
    - promote the implementation of the strategic objectives of the Beijing Platform of Action concerning the girl child that call for promotion of the human rights of girls, elimination of all forms of discrimination, negative cultural attitudes and practices and violence against girls;

- promote and protect the rights and increase the awareness of the needs and potential of girls;
- eliminate discrimination against girls in education, skills development and training;
- promote the elimination of discrimination against girls in health care and nutrition;
- support initiatives to eliminate economic exploitation through child labour and ensure that such initiatives consider the plight of girls;
- promote educational systems that are committed to offering the girl child equal opportunities of access, and that consider the special needs of girls from marginalised groups in society.

9. The Congress calls upon EI and its affiliates to develop action plans to:
    - review their policies and practices, activities and publications, to ensure that in every thing we do girls are seen as equally valued as boys;
    - campaign to promote education for girls as a human right;
    - lobby governments to include strategic objectives on the girl child in national development plans and programmes;
    - work with parent groups and civil society organisations at the national and regional levels to promote education for girls, to combat child prostitution, child labour, and other negative practices ensuring that the special problems that face the girl child are taken into consideration;
    - promote pre-service and in-service teacher training that includes courses that deal specifically with the education of girls.

The Feminised Nature of the Teaching Profession

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Whereas** EI recognises the vital importance of all levels of education from early childhood through primary, secondary, technical and higher education, to the physical, social and cognitive development of children and youth;
2. **Recognising** the excellence of the work done by women in the caring professions of education and healthcare;
3. **Noting** that the work done by women in all spheres, including in education, has traditionally been undervalued;
4. **Confirming** that women have traditionally been the majority of teachers in the early stages of education, and that research and statistical data continue to demonstrate this fact in most regions of the world, regardless of national income or the income of teachers;
5. **Noting** that data on primary education confirm world-wide trends that show the increasing feminisation of this largest segment of the teaching profession, across regions and income levels;
6. **Noting** that the proportion of women teaching in technical and vocational schools is also increasing according to ILO and UNESCO data;
7. **Concerned** however that technical and vocational education tends to be very compartmentalised, with a large percentage of women teachers concentrated in so-called "feminine" disciplines;
8. **Noting** also that despite the steady rise in numbers of women academic staff in higher education institutions, their distribution in the career hierarchy remains very unbalanced while the higher-paid, more secure and prestigious positions of professor and associate professor, which provide the springboard to management positions, remain largely the preserve of men;
9. **Further** noting that women in higher education are concentrated in the lower-paid, less secure jobs of lecturer, (often part-time) and assistant professor;
10. **Noting** that in contrast to the increasing percentage of positions held by women in the education sector, the proportion of women in higher-level,

central and regional positions, managing primary and secondary education or higher education institutions (ministry officials, chief education officers, inspectors and others) is very low;

11. **Noting** research that has revealed that internal promotion structures discriminate against women directly or indirectly because of subtle but powerful perceptions that women as potential managers may lack authority, may be challenged by disciplinary problems of students or teachers, or by parental or public pressures that prejudice the evaluation of women candidates;

12. **Taking** into account all of the above factors and the concerns expressed that many children grow up in families without positive male role models and in schools where they rarely see men working in partnership with women as classroom teachers, or equal numbers of women in administrative positions, it is necessary to analyse the consequences on the learning of both girls and boys, particularly in areas of socialisation such as social stereotyping, gender prejudice and career choice;

13. **Concerned** that employing authorities do not deal adequately with these matters and that little research is being done into these issues;

14. **Congress calls upon EI and its member organisations to**:

Initiate strategies to eliminate all forms of discrimination against women working in education through:

- considering the impact on women teachers of all aspects of education and union policies;
- working to eradicate inequity where conditions and/or salary parity is denied to women, or denied to both men and women, as may be the case in the female-intensive primary and early childhood sectors;
- promoting the inclusion of women on hiring and promotion panels;
- documenting the impact on women teachers of discriminatory rules concerning retirement pensions; e.g. the age at which they are eligible to retire with full benefits as a result of having different career paths from men teachers;
- undertaking studies with the WHO and other appropriate intergovernmental agencies to establish the correlation between stress-related illnesses reported by women teachers and increasing incidence of breast cancer.

Undertake or promote research to:

- identify the factors in recruitment, teacher education, conditions of work, or status of teaching as a career that fail to encourage more men to enter and remain in the teaching service;
- develop policies that will encourage a better balance of men and women at all levels of education;
- co-operate with the ILO on the factors influencing the decline in the status of teachers, a trend in an increasing number of countries. This brief should include consideration of the nature of the relationship, if any, between the increasing feminisation of the teaching profession and the decline in both salaries and status;
- develop dynamic indicators, disaggregated by level of education and position of responsibility, to measure the degree of increase in the numbers of women working in the profession as a guide for future policy and action;
- work with the ILO and other appropriate intergovernmental agencies to establish the stress-related illnesses reported by women and men in the education sector to assist with policy development related to conditions of service;
- analyse what implications there are, if any, on students as a result of the increasing feminisation of the profession; the advantages and disadvantages detailed from this research should form the basis of discussion and action for the EI Status of Women's Committee and the Executive Board.

The Global March for Women in the year 2000

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Noting** that women do not truly benefit from the same opportunities as men in any part of the world (UNDP Report, 1995);
2. **Noting** that women represent 70% of the 1.3 billion people who live in poverty;
3. **Noting** that the debt crisis and structural adjustment policies have weighed particularly heavily on women (EI, Women and the Economy, March 1998);
4. **Noting** that women, representing at least half of the global population, supply two-thirds of working hours and earn only one-tenth of global revenue;
5. **Noting** that, throughout the world, women are still victims of various forms of violence (systematic rape during times of war, murder, confinement, marital violence, denial of their right to physical integrity, etc.);
6. **Recognising** that, throughout the world, women are struggling for equality, respect, dignity, development and peace;
7. **Recognising** that there is still much progress to be made in order for states to respect their various commitments that they have undertaken at the international level in order to rectify discrimination against women and to improve the situation of women;
8. **Taking into account** the favourable reception which has been given to several groups of women coming from different countries (as of 28 February 1998, 214 groups had left from 53 countries) who are taking part in the Global March of the year 2000 which has been developed and coordinated by the Women's Federation of Québec;
9. **Noting** also the enthusiastic welcome which was given, at the Women's NGO Forum in Huairou in 1995, to the Global March of Women against Poverty which took place in Québec in June 1995;
10. **Taking into account** that, at the dawn of the year 2000, it is essential that women coming from all parts of the world and all social and professional sectors show their determination to live in a world which is fairer, more egalitarian and more respectful of human rights.

Requests of EI and its member organisations that they:

11. **Uphold and support** the planned Global March for Women in the year 2000, whose major objectives are to:

    - Promote equality between men and women
    - Stimulate a vast movement of women's' groups at grassroots level in such a way that the Global March constitutes an affirmative gesture on the part of women throughout the world
    - Denounce neoliberalism and advance alternatives based on equality, justice and a respect for human rights;

12. **Disseminate** relevant information concerning this project;

13. **Enable and encourage** the commitment of women in the organisation of local, regional or national actions taking place within the framework of this vast project;

14. **Create** the necessary conditions for committees, commissions or networks on the status of women to assume control of these actions, in collaboration with other women's' groups.

The Rights of Indigenous Peoples

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls** the terms of the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the International Covenant on Civil and Political Rights, the ILO Convention (No.169), and the many international instruments on the prevention of discrimination;
2. **Notes** that 1995 was the beginning of the decade of Indigenous Peoples;
3. **Recognises**
    - that the social, cultural and economic conditions of Indigenous Peoples distinguish them from other sections of the national community, and that their status is regulated wholly or partially by their own customs or traditions or by special laws, regulations or treaties;
    - that those who are regarded as Indigenous on account of their descent from the populations which inhabited the country or a geographical region to which the country belongs, at the time of conquest or colonisation or the establishment of present state boundaries and who, irrespective of their legal status, retain some or all of their own social, economic cultural and political institutions;
4. **Considers** the diversity of cultures, religions, social and economic organisations of the 250 million Indigenous Peoples, living in over 70 countries world-wide, and representing 4% of the world's population;
5. **Recognises** the inherent dignity and the unique contribution of Indigenous Peoples to the development and plurality of society;
6. **Acknowledges** that the distinct cultures and languages of Indigenous Peoples enrich the cultural heritage of humankind and deserve protection as vehicles of culture and identity;
7. **Recalls** that the constitution of Education International commits EI "to combat all forms of racism and of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";

8. **Recalls** further that the World Conference on Human Rights re-affirmed the commitment of the international community to promote the economic, social and cultural well-being of Indigenous Peoples;

9. **Recognises** the role that teachers, education support personnel and their organisations in the education system have in ensuring the promotion and preservation of cultural identity of Indigenous Peoples.

The Congress determines that Education International:

10. **Shall** promote the rights of Indigenous Peoples provided for in international human rights instruments;

11. **Shall** promote the collective rights of Indigenous Peoples to self-determination and recognition of their cultural identity, including the right to learn and to use their own language;

12. **Shall** promote the rights of Indigenous Peoples through participation in the United Nations Working Group on Indigenous Populations and other United Nations fora, and shall include Indigenous representatives from EI in delegations to such fora where Indigenous issues are the focus of the work;

13. **Shall** support the proposal for a Permanent Forum of Indigenous Peoples in the UN;

14. **Shall** circulate the draft declaration on Indigenous Peoples to EI member organisations and request that they lobby their government to support the adoption of the declaration at the United Nations;

15. **Shall** urge UNESCO to promote, within the curricula of the education systems of member states, the use of materials that reflect the history, cultures and contemporary lifestyles of Indigenous Peoples and that recognise their knowledge, skills, values and beliefs;

16. **Shall** encourage member organisations to promote education for Indigenous Peoples, that is developed with their full participation, to meet the aspirations and needs of Indigenous Peoples;

17. **Shall** encourage member organisations, where appropriate, to establish Indigenous Education Committees, to ensure representation of Indigenous teachers and educational workers in their union structures and to include Indigenous members within their delegations;

18. **The Congress determines that EI and member organisations shall establish a work programme in each region to:**

    - **prepare** a triennial report to the EI Congress on the Status of Indigenous Education;

- **ensure** that a gender analysis is an integral part of all research and analysis done by EI;
- **prepare** information for EI affiliates about the importance of Indigenous Peoples having Indigenous education provided in their communities, with a curriculum based on Indigenous knowledge and values and taught in the Indigenous language of the area;
- **prepare** an analysis of the resources required to provide quality education for Indigenous Peoples, including curriculum materials, teacher training, support services and finances;
- **ensure** that the history of Indigenous Peoples, from the perspective of Indigenous Peoples, is dealt with fully in national school curricula;
- **arrange** for consultation among Indigenous members on the Coolangatta Statement, a draft statement about Indigenous education by Indigenous Peoples;
- **organise** regional fora of Indigenous educators in EI regions and an international forum immediately prior to the EI Congress.

Protection of the Rights of Lesbian and Gay Education Personnel

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recalls** that Article 2(h) of the Constitution of Education International states as one of its aims: "to combat all forms of racism and bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status or national or ethnic origin";
2. **Notes** that the Vienna Declaration and Programme of Action following the UN Conference on Human Rights declares that: human rights and fundamental freedoms are the birthright of all human beings; their protection and promotion is the first responsibility of Governments;
3. **Acknowledges** the Vienna Declaration which further states: *All human rights are universal, indivisible and interdependent and interrelated. The international community must treat human rights globally in a fair and equal manner, on the same footing and with the same emphasis. While the significance of national and regional particularities and various historical, cultural and religious backgrounds must be borne in mind, it is the duty of States, regardless of their political, economic and cultural systems, to promote and protect all human rights and fundamental freedoms;*
4. **Observes** and **denounces** the fact that lesbian and gay teachers face discrimination and harassment, including violence and abuse, as a result of their sexual orientation.

The Congress recommends that EI and its member organisations

5. **defend** the human rights of all teachers and students;
6. clearly **state** that discrimination on the basis of sexual orientation is a violation of human rights;
7. **urge** governments at the intergovernmental level to include in conventions, declarations and statements dealing with human rights, that discrimination on the basis of sexual orientation is a violation of human rights;

8. **promote** education against prejudice, discrimination and harassment, including on the grounds of sexual orientation, as an essential part of every teacher's role;
9. **lobby** their governments to introduce anti-discrimination legislation and equal treatment policies that address the rights of teachers and pupils on the grounds of sexual orientation;
10. **have** anti-discrimination and equal opportunities policies on the grounds of sexual orientation in their internal procedures and organisation;
11. **support** the right of teachers not to hide their sexual orientation in the workplace;
12. **document** cases of discrimination and harassment on the basis of sexual orientation in the education sector. Such cases will include denial of promotion, dismissal, unwarranted transfer, unequal treatment in labour conditions and harassment or violence against lesbian and gay teachers or education workers.

The 50th Anniversary of the Universal Declaration of Human Rights and of ILO Convention 87, concerning Freedom of Association and Protection of the Right to Organise

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

We must believe in values of humanity because otherwise we do not leave any point of reference for children to put their faith in…

Rigoberta Menchu

1. **Recalls** that 10th December 1998 is the 50th anniversary of the adoption of the Universal Declaration of Human Rights;

2. **Recalls** that 1998 is also the 50th anniversary of the adoption of ILO Convention 87 concerning Freedom of Association and the Right to Organise;

3. **Recognises** that since 1948, the Universal Declaration of Human Rights has become the yardstick to measure the degree of respect for and compliance with international human rights standards, and that it continues to be the fundamental source of inspiration for national and international efforts to promote and protect human rights and fundamental freedoms;

4. **Notes** that the Universal Declaration recognises the inherent dignity of the human family and that the rights contained therein are universal, inalienable and interrelated, and that they provide a set of common values around which people can unite that transcend frontiers and cultural differences;

5. **Recognises** the significance of national and regional differences but rejects the current justification of authoritarian and paternalistic governments that the concept of freedom in certain regions of the world differs from that guaranteed in the Universal Declaration of Human Rights, or that certain peoples are only concerned with economic rights and are not yet ready to concern themselves with civil liberties and political freedoms;

6. **Notes** that such authoritarianism promotes repression and prevents meaningful change and preserves the structures of power and privilege;

7. **Reaffirms** that democracy and respect for human rights and fundamental freedoms are interdependent and mutually reinforcing;

8. **Notes** that democracy is based on the freely expressed will of the people to determine their own political, economic, social and cultural systems;

9. **Reaffirms** the responsibility of all peoples, states, individuals, and all groups in civil society to promote human rights and fundamental freedoms set forth in the Universal Declaration of Human Rights;

10. **Acknowledges** the fundamental importance of the Universal Declaration to the promotion and protection of human rights, including the right to education;

11. **Recalls** commitment 6 of the World Summit for Social Development which recognises the role of education in promoting sustainable development, health, social justice, respect for human rights and democracy;

12. **Reaffirms** that education for human rights and democracy is in itself a human right and is a pre-requisite to the full realisation of social justice, peace and development;

13. **Notes** that education for human rights and democracy lays a solid foundation for guaranteeing human rights and preventing their violation;

14. **Promotes** a democratic and participatory education process to empower people and civil society to improve their quality of life;

15. **Is opposed to** international financial organisation guidelines that encourage privatisation, deregulation and the elimination of public services and social welfare, in the name of the reduction of government deficits;

16. **Regrets** that violations of the rights guaranteed in the Universal Declaration of Human Rights continue;

17. **Considers** that violations of the Universal Declaration result particularly from:

    - an increase in regional, civil and inter-ethnic conflicts;
    - continuing cruelty which constitutes crimes against humanity;
    - violations of principles of humanitarian assistance;
    - refusal to grant full rights to women;

- violation of the rights of children to receive education;
- economic exploitation of children;
- denial of rights to refugees.

18. **Recognises** the fundamental importance of ILO Convention 87 to the existence of education unions and to the promotion of the rights of all who work in education;

19. **Recognises** that violations of ILO Convention 87 continue by authoritarian governments that refuse to permit organisations to exist that they do not control;

20. **Notes** that 45 countries have not ratified ILO Convention 87.

21. **The Congress calls on Education International and its Member Organisations to**:

    - renew their commitment to the ideals of the Universal Declaration of Human Rights and to ILO Convention 87;
    - promote adherence to, and implementation of, the rights guaranteed in the Universal Declaration of Human Rights;
    - pursue the ratification of ILO Convention 87 by all states in a campaign with the ICFTU and ITSs ;
    - pursue policies that promote equality and social justice at all intergovernmental levels and at the national level;
    - work actively at the UN Commission on Human Rights and at the ILO to strengthen the role of the two organisations and their impact on policies that will promote human rights;
    - renew efforts to have human rights education that promotes democratic values as an integral component of all education.

El Development Cooperation

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Reiterates** its full support for programs intended to strengthen the teachers' trade union movement and notes that structural and long-term cooperation is the basis for meeting the needs of teachers' organisations in developing countries;

2. **Notes** that, the El Document *"For a transparent and constructive partnership"* maps out the basic principles serving as guidelines for cooperation within El, on the understanding that Development Cooperation is implemented in an ever changing environment, thus demanding a permanent debate on the quality of the cooperation and the specific answers needed for each individual situation;

3. **Notes** that Development Cooperation draws on the concepts of independence, the promotion of democracy, increasing autonomy, gender equity, sustainable development, long-term planning and mutual respect;

4. **Realises** that the principal needs of the majority of the teachers' unions in the developing countries lie in individual and collective membership services, improvement of working conditions, democratic reform of education systems, improved professional effectiveness and the democratic functioning of the union;

5. **Emphasises** that Development Cooperation is implemented on the basis of having the prime responsibility for the implementation of the cooperation in the hands of the organisation whose capacity and strength is to be enhanced. Other actors can coordinate, give guidance and support, facilitate and encourage, but their role is secondary to the responsibility of the host organisation;

6. **Recognises** that Development Cooperation should be implemented in the context of the regular activities of the host organisation, and the overall situation of the host organisation should therefore be taken into account prior to the implementation of the cooperation;

7. **Emphasises** the need for an in-depth insight into the structure, the democratic principles and administrative capacities of the organisation before the programmes of cooperation can be implemented; if the basic necessities for implementing a program are absent, cooperation should be oriented to strengthening these aspects;

8. **Underlines** the necessity and the respect for three guiding principles in all development cooperation activities: transparency, effectiveness and clarity. This means working on the basis of an open flow of information, in a critical dialogue between two equal partners, and with respect for each others' demands and priorities;

9. **Insists** on a type of cooperation in which the broad spectrum of the activities of the host organisation is taken into account, leading to a programme of cooperation which is well balanced with respect to target groups, areas to be covered and themes to be dealt with;

10. **Calls upon** EI:

    - to act first and foremost as a facilitator in this process of cooperation, and also calls upon EI to systematically collect and disseminate information, promote discussions on the quality of cooperation, and safeguard the principles agreed upon;
    - to set up a data bank registering basic information on all development cooperation activities;
    - to follow the UN Recommendation and allocate at least 0.7 % of its annual income for the implementation of activities in developing countries;
    - to put into place the revised and broadened task of the Solidarity Fund so it can handle the EI 0.7% allocation, as well as contributions from EI affiliates;
    - that at least 0.7% of the funds committed to development cooperation programmes be devoted to program costs as distinct from administration costs;
    - to organise annually a consultation meeting of those member organisations with an interest in Development Cooperation Programs;
    - to organise a triennial meeting of the cooperating organisations for Africa, Asia and the Pacific, Latin America, Central and Eastern Europe and the Caribbean;
    - to produce three times a year a bulletin containing up-to-date information on Development Cooperation and reference documents of interest.

11. **Calls upon** EI member organisations:

    - to provide EI with the information necessary to set up and maintain the data bank;

- to allocate a minimum of 0.7% of their income to Development Cooperation Programs, which amount will be entirely separate from their annual membership dues to Education International;
- to lobby their respective governments to meet the UN Recommendation and allocate at least 0.7% of their GNP to Development Cooperation;
- to include in its membership education programmes awareness-raising activities in support of Development Cooperation.

The International Labour Organisation, the World Trade Organisation and Globalisation of the Economy

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Recognising** the dramatic increase in world trade and foreign investment and the impact on citizens resulting from the globalisation of the world economy;
2. **Noting** the intensification of the liberalisation of trade since the establishment of the World Trade Organisation;
3. **Concerned** at the impact on workers' jobs, pay, conditions of employment, and the pressures to limit the bargaining strength of trade unions by powerful transnational financial institutions prepared to increase the disparity within societies by forcing down wages and worsening employment conditions;
4. **Concerned** also at the pressures on governments to privatise education, healthcare and other public services;
5. **Supporting** the expansion of trade and investment, provided that the objective is to stimulate growth, help end world poverty, to raise the living standards of all peoples, and to ensure environmentally sustainable development;
6. **Welcomes** the existence of, and **recognises the need** for, international economic and financial institutions. However, Congress **calls upon** governments, especially those constituting the G8, to require these institutions to be more open and democratic in their procedures, in setting their aims and in establishing their priorities.
7. **Believes** that greater public awareness and a more informed debate would prove beneficial to all the interests concerned.
8. **Convinced** that the right of access to markets confers the responsibility to ensure that workers' basic rights are universally respected, that the State's capacity to develop public services such as education is not impeded, that production and distribution of cultural works are especially protected and that protection of the environment is respected.
9. **Welcomes** the consensus reached at the UN World Summit for Social Development, including the specific reference to the importance of

respect for the seven basic international labour standards, to make progress in the reduction of poverty and unemployment.

10. **Supports** the work done by the ICFTU and ITSs to find ways to ensure observance of international labour standards within international trade agreements and notes, with appreciation, the work of TUAC on the Multilateral Agreement on Investment (MAI), while stating principled opposition to this agreement.

11. **Calls** on the World Trade Organisation to take into account the efforts of governments, trade unions, employers and international organisations like the ILO to raise standards by implementing the ILO Conventions;

12. **Urges** the WTO and the ILO to establish a joint working group on Trade and Labour Standards to examine how core labour standards can be integrated into trade agreements, to determine operating mechanisms and means of co-operation between the WTO and the ILO.

13. **Congress calls on EI and its member organisations to**:

    - **Work** with the ICFTU and the ITSs to encourage the governments and employers on the Working Party of the ILO Governing Body on the Social Dimensions of the Liberalisation of International Trade to enter into dialogue with the Workers' Group to consider how the procedures of the WTO can be adapted to promote the observance of core ILO Conventions;

    - **Publicise** among member organisations information to raise awareness of violations of standards by companies, particularly when child labour or forced or bonded labour are involved, or where workers are refused the right to organise;

    - **Promote** - through the trade unions in different parts of the world - a new approach to the processes of regional integration. We must devise new organisational strategies for Mercosur, NAFTA, the European Union, the Central American Market, the Organisation of African Unity, and the various regional organisations in Asia;

    - **Oppose**, through strategically planned actions, WTO plans which result in increasing poverty, concentrating wealth in the hands of a minority, and preventing the emergence of genuine programmes for health, education and scientific and technological development, geared to creating a more responsible and caring world;

    - **Promote** the creation of negotiating bodies in each country to enable trade unions to discuss the new framework which all these changes as a whole imply for working conditions and education;

- **Encourage** member organisations and their members to support companies that respect core labour standards in the production of their products and support initiatives to promote social labelling;
- **Participate** in discussions on trade and labour standards with the ICFTU, at the ILO and through TUAC at the OECD;
- **Focus** specific attention on encouraging EI member organisations to lobby their governments to support strengthening the mandate of the ILO to deal with countries that consistently violate the core labour standards;
- **Continue** to work to promote the inclusion of core labour standards in trade agreements.

Core labour standards

ILO Convention 29	Forced Labour
ILO Convention 87	Freedom of Association and Protection of the Right to Organise
ILO Convention 98	Right to Organise and Collective Bargaining
ILO Convention 100	Equal Remuneration
ILO Convention 105	Abolition of Forced Labour
ILO Convention 111	Discrimination (Employment and Occupation)
ILO Convention 138	Minimum Age

The Currency Crisis and Structural Adjustment in Asia

The economic crisis that began in Thailand with the sharp devaluation of the baht has spread to other Asian countries such as Indonesia and Korea, and these countries, which received bailout support from the International Monetary Fund, are being forced to take drastic measures for economic structural reform, as well as for greater transparency in national administration. In Thailand, the national budget as a whole has been reduced by 20%, and educational expenditure has been sharply cut, causing, as a result, the postponement of the planned implementation of an extension of the duration of compulsory education from six to nine years.

In addition, this situation has proved beneficial to international organisations, to the most concentrated economic operators and those speculating on capital markets, in their attempts to threaten, and often extend the crisis to all under-developed countries, that have not fully developed their structural adjustment policies or have not limited social and employment rights.

To correct the vicious cycle in which developing countries, burdened with external debts, are subjected to adverse influence upon education by accepting IMF bailout loans on condition of adopting structural reform policies,

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

requests its member organisations to take the following actions:

1. **Demand** of the governments concerned and related inter-governmental organisations that they guarantee the right to receive basic education to all people, irrespective of the economic conditions of their countries;
2. **Confirm** that the governments of developing countries shall try to overcome the economic crises through the democratic process;
3. **Urge** governments to reconcile the pursuit of economic efficiency and that of human development;
4. **Attach importance** to the currency crisis in Asian countries as a problem of the international community and to approach the governments concerned to work together to overcome the crisis;
5. **Support activities** to promote true democratisation in each country, in view of the fact that political corruption was also present, even with the

achievement of certain levels of democratisation such as the freedom of participation in politics and constitutional revision in Asian countries.

The Elimination of Nuclear Arms

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Strongly protests** the decision of the governments of India and Pakistan to conduct underground nuclear tests, in defiance of global public opinion seeking abolition of all nuclear arms;

2. Is **deeply concerned** that the recent nuclear tests might not only provoke nuclear proliferation in Southwest Asian countries through an arms race, but result in the use of nuclear arms in regional conflicts. Pre-critical nuclear tests also cannot be tolerated, as they could touch off fresh nuclear proliferation;

3. The world has begun to take a major step toward developing a nuclear-deterrent framework as evidenced by: the "recommendation-type opinion" of the International Court of Justice, ruling that the recent nuclear tests were a violation of international law; the reviewing of national security policy in Canada; the enforcement of the Comprehensive Test Ban Treaty (CTBT); and the nuclear disarmament announcement made by a former general calling for abolition of nuclear arms;

4. Nuclear States should fully respect the opinion of the international community and take the initiative in making a decision concerning the early conclusion of START II and observance of START III and the Chemical Weapons Ban Treaty;

5. Japan has had the tragic experience of atomic bombing in Hiroshima and Nagasaki, the wounds from which have not yet been fully healed half a century after the bombing. Japanese people have learned the value of peace and human life and have opposed all nuclear tests under the slogan, "Never again should the same mistake be repeated".

6. EI and its affiliates are determined to fight with the entire international community for the realisation of a "nuclear-free world", which calls for the foundation of a global nuclear non-proliferation and elimination framework.

Support to Afghan Women

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Is indignant** about the situation of women in Afghanistan. It is outraged that NGOs have been forced out of the country, leaving Afghan women in a dreadful situation.
2. **Condemns** without reservation the political regime imposed by the Taleban, an obscurantist and anti-democratic regime that no culture or religion could justify.
3. **Offers** unfailing support to Afghan women, including girls, who do not have the right to speak, nor the right to health or to work, nor access to education, and who are obliged to live as if invisible.
4. **Salutes** particularly the courage and self-sacrifice of Afghan women teachers who, at the risk of their own lives, secretly maintain education service premises for girls.
5. **Calls on** all international bodies, democratic countries and NGOs:
    - not to recognise an "apartheid" regime based on gender;
    - to do everything possible in order to make humanitarian assistance accessible, without any discrimination to all Afghan women.
6. **Urges** all its member organisations to exert any direct or indirect pressure to enforce respect for the Universal Declaration of Human Rights in Afghanistan, and in particular, to assert women's rights and the right to education for all.

The situation in Algeria

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Expresses alarm** at the conflict and widespread violence that prevails in Algeria and at the recent attack on the offices of SATEF.

   In recent years, this situation has claimed tens of thousands of victims, particularly among civilians, including women and children. Teachers and students, both male and female, have not been spared, schools having been targets of violence.

2. **Is especially concerned** about the deterioration of teachers' living conditions and of the quality of public schooling in these circumstances, and deplores the constraints placed on trade-union rights, in particular the right to strike.

3. **Notes** that the status of human rights in Algeria is constantly declining.

4. **Condemns** all barbaric acts and recommends that a peaceful, democratic and comprehensive solution to the crisis be sought.

5. **Believes** that the support of the international community is necessary to help Algeria resolve this serious crisis.

6. **Calls upon** the Algerian government:
   - to take appropriate measures to effectively protect the people;
   - to allow national and international human rights organisations to carry out their activities unimpeded;
   - to ensure the respect of union freedoms;
   - to give priority status to the education sector.

7. **Expresses** its solidarity to its Algerian member union, SATEF.

The situation in Indonesia and East Timor

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Welcomes** the recent changes in Indonesia as a step towards the full restoration of stability and democracy in Indonesia.
2. **Welcomes** the release of the trade union leader, Muchtar Pakpahan and other political prisoners, and moves to provide freedom of association.
3. **Calls** on the Indonesian Government to release all Indonesians and East Timorese who have been imprisoned solely for the peaceful expression of their beliefs.
4. **Urges** the Indonesian Government to implement reform needed to create political and economic stability in Indonesia, based on the full participation of the Indonesian people and respect for human rights.
5. **Urges** the Indonesian Government to support the call of the East Timorese people for independence.
6. **Supports** the Indonesian student movement's call for an independent referendum of the East Timorese people on independence.
7. **Calls** upon EI to send a mission to Indonesia and East Timor to monitor the situation and to assess the human and trade unions rights of teachers in the context of an emerging democracy.

Trade Union Rights in Korea

Trade unions representing teachers and other educational workers have equal basic trade union rights with other workers. However, some governments, on the pretext of economic efficiency, do not respect international labour standards concerning workers' freedom of association and their right to organise, to bargain collectively and to strike, and are suppressing the campaigns of educational workers who are seeking these rights. Among others, the government of Korea is **urged to observe** the commitment, which it made upon approval of its affiliation to the OECD, to bring domestic labour laws and regulations in line with international standards.

To ensure that all teachers' unions are accorded basic labour rights and to establish their status as equal partners in the administration of education systems,

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

resolves that the government of Korea should:

1. **promote** the ratification of ILO Conventions No.87, 98, and 151, which specify public workers' rights to bargain collectively. Urges the complete observance of the right of teachers' unions to bargain collectively during the period that the social agreement, drawn up by the tripartite body, which recognises part of the basic rights of educational workers is being evaluated;
2. **respect** the recommendations made by the ILO's Governing body and the OECD, and the commitment made upon affiliation to the OECD concerning the revision of domestic labour laws and regulations, and implement the revision of relevant laws for the legalisation of the KTU in July 1999;
3. **reinstate** promptly and unconditionally, in accordance with the ILO recommendation, the KTU members who have been dismissed for their participation in union activities;
4. **enable** the educational workers' unions to fully enjoy the rights recognised in international conventions and to strengthen union activities focusing on the most important issues for teachers and students, such as educational reform and improvement of educational services.

The situation in Kosovo

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

1. **Expresses grave concern** about the ethnic cleansing and repression in Kosovo and strongly condemns the excessive and indiscriminate use of force by the Serbian special forces, army units and paramilitary groups during the recent events, which caused many civilian casualties. Since February 28, 1998 about 700 people have been killed (including more than 100 pupils, students and teachers), more than 400 are missing and 200,000 have been forcefully displaced.

2. **Calls on** all parties to immediately end armed operations and all other operations harmful to the Albanian population in Kosovo, as was demanded by the International Contact Group.

3. **Stresses** that the systematic violation of human rights in Kosovo, and threats to the stability and peace in the region are a legitimate concern of the international community, and it cannot be declared an internal matter of the Federal Republic of Yugoslavia or of Serbia.

4. **Reiterates** its demand for the instant and full restoration of education rights and full implementation of the agreement on education of September 1996.

5. **Urges** the Yugoslavian authorities, the OSCE and the UNHCR to create security and material conditions for the return of refugees and displaced persons, of which a majority are pupils and students.

6. **Urges** the International Court in the Hague to investigate and to bring to trial those responsible for war crimes and crimes against humanity in Kosovo.

7. **Insists** on unconditional, international, monitored negotiations with representatives of Albanians of Kosovo and the Yugoslav authorities.

8. **Appeals** to the United Nations Security Council to do its utmost to stop the war in Kosovo and create conditions for a peaceful solution and resolve the Kosovo crisis by dialogue.

The Non-Payment of Wages to Education Workers in Russia

Preamble

For several years now, a practice of violating workers' rights to just and prompt remuneration, unprecedented in modern history, has been in existence in the Russian Federation. Public employees, and education personnel who constitute the largest part of the sector, are the first to suffer.

A practice of non-payment of wages which becomes permanent is not only a blatant violation of the national legislation but also of international norms and, in particular, of the ILO Convention on the Protection of Wages (95), ratified by the Russian Federation. An ILO Committee, specially established to examine this matter, has made a strong statement to this effect.

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- **Deplores** most decisively the possibility of the existence of such practices in general;
- **Expresses pride** in its colleagues in Russia, who, under these extreme conditions, continue to carry out their professional obligations at a high standard to educate future generations in the country;
- **Completely supports** the just demands of the Education and Science Employees' Union of Russia and its firm stance to defend the interests of union members and national education in general;
- **Believes** that the Russian union, with the support of Education International, its affiliated organisations and the International Labour Organisation, will be able to change the situation so that basic human rights are implemented.

Review of EI Structures, Policies and Practices in Relation to Membership Participation

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Recognises the need for EI to periodically review and renew its structures, policies and practices.

The **purposes** of such periodic review and renewal are :

1. to ensure that EI's work is accessible and relevant to constituent organisations and their members;
2. to maintain and extend the effective use of EI's resources at a global and regional level;
3. to encourage greater use by EI of the expertise and knowledge of the members and staff of constituent organisations;
4. to promote good governance and the active and democratic participation of EI members in all parts of EI's work.

While the Second World Congress has **endorsed** the Executive Board proposals to abolish the sectoral committees and to restructure the Status of Women committee, it **notes** that there are strong arguments in favour of promoting and nourishing sectoral identities within EI, given the wide diversity of teachers, academics, teaching-related personnel and general education workers represented by EI constituents. Such sectoral identities are capable of being promoted without undermining the fundamental unity and cohesion of EI.

Having regard for the above, the Second World Congress of EI **resolves** :

1. That the Executive Board **cause to have prepared** a discussion paper on the structures, policy and practice of EI, with a view to having a general consultation of EI's members.
2. That the discussion paper **should examine** :
   - The fundamental **principles of good governance** and the strengths and weaknesses of the current structures and practices. This should include structures through which the voice of Indigenous peoples can be heard;

- The **respective roles of the regions and the sectors.**

3. That the discussion paper should be disseminated to member organisations by no later than 1 June 1999 with a request that responses be received by the EI Secretariat no later than 28 February 2000. The Board should then prepare a report based on the responses received, along with any possible recommendations including, if necessary, proposals to amend the Constitution and By-laws.
4. That the EI Executive Board **submit** any recommendations to the EI World Congress in 2001 for approval.

The Membership Dues Structure

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

A. **Resolves** that:

1. as of 1999, the EI dues rates be determined as a fraction of the Gross National Product (GNP) of the countries of member organisations;
2. minimum and maximum rates be established;
3. voting entitlements continue to be determined on the basis of the membership for which dues have been paid, as provided for in the Constitution.

B. **Establishes**

the dues rate in 1999, 2000 and 2001 at 1/356 of the GNP of the countries of member organisations as determined by UNDP, with a minimum rate of BEF 1.41 and a maximum rate of BEF 35.5.

C. **Mandates** the Executive Board

4. to increase by no more than 3.5% per annum, or up to 36.7 BEF in 2000 and 38 BEF in 2001, the maximum per capita dues rates to compensate for price increases and inflation;
5. to limit increases of per capita dues rates to 9.2% in 1999, to 20% in 2000 and to 25% in 2001;
6. to allow for deferral of increases in membership dues where a member organisation can establish incapacity to pay, such deferral to be no longer than the period prior to the subsequent World Congress;
7. to convert, when appropriate, the per capita rates from Belgian francs into Euros;
8. to provide the 2001 Congress with an analysis of the effects of the new dues structure, particularly the effects of the minimum dues rate, on regional voting strengths.

The Program and Budget 1999-2001

The Second World Congress of Education International, meeting in Washington D.C., U.S.A., from 25 to 29 July 1998:

Adopts the Program and Budget 1999-2001;

Determines the per capita dues rate in 1999 at 1/356 of the Gross National Products of the countries of member organisations, with a maximum per capita rate of 35.5 Belgian francs and a minimum per capita rate of 1.41 Belgian francs;

Mandates the Executive Board:

1. to increase by no more than 3.5% per annum, or up to 36.7 BEF in 2000 and 38 BEF in 2001, the maximum per capita dues rates to compensate for price increases and inflation;
2. to limit increases of per capita dues rates to 9.2% in 1999, to 20% in 2000 and to 25% in 2001;
3. to make any necessary adjustments to the Program and Budget in the event that the revenues vary from those projected;
4. to convert, when appropriate, the per capita rates from Belgian francs into Euros.

NOTES

Education International was established in January 1993 following the decision of the International Federation of Free Teachers' Union (IFFTU) and the World Confederation of Organisations of the Teaching Profession (WCOTP) to create a new International Trade Secretariat (ITS) for the education sector. Education International is associated with the International Confederation of Free Trade Unions (ICFTU). EI has a membership of 284 national unions in 149 countries representing nearly 23 million teachers and workers in education.

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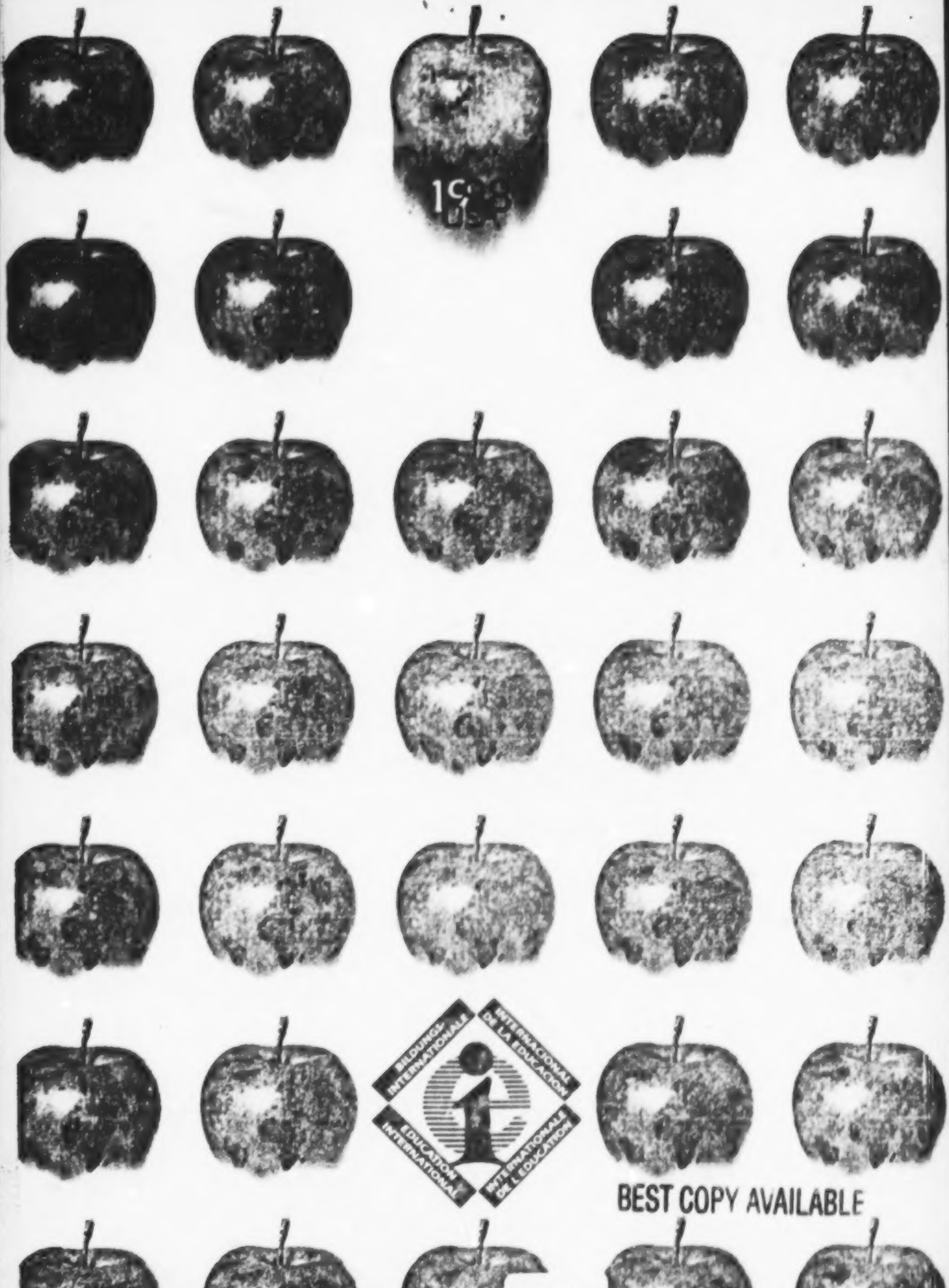

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